

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	BLAW 365: Law and Entrepreneurship
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Andrew Little, J.D., M.A.
2	Course Teacher	Andrew Little, J.D., M.A.
3	Course Title	Law and Entrepreneurship
4	Course Abbreviation (If title is over 30 characters)	N/A
5	College	College of Business Administration
6	Department	Management Sciences
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	3
8b.	Number of contact hours -- lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Instructor Workload	3

15	Grade Mode (check all appropriate):	☒ _X_ Standard ☐ _Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course is a discussion of legal issues related to contracts, torts, corporations and employment relationships from an entrepreneurial, rather than managerial perspective.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing and the basic business core or instructor approval.
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	N/A
21	Does this course have any special student costs?	☒ _X_ No ☐ _Yes
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	0
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	0
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	This course will primarily be offered during Summer I each year, but may also be offered on occasion as part of a study abroad program.
23	First semester this course will be offered as an approved course <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Summer 2019
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☒ _X_ No ☐ _ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ _X_ No ☐ _ Yes
27	Has this course been offered as a Special Topics course?	☐ _ No ☒ _X_ Yes This course was initially offered under the title of BLAW 440: Business and Entrepreneurial Law in Summer II of 2017 with 17 students.
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the Instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	BLAW 363: Legal Environment of Business

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will serve as another elective for certain majors in the College of Business Administration.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	See Appendix C

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is designed for all ACU students with an interest in entrepreneurship and the legal environment, regardless of a student's major or field of study. The course is targeted towards junior and senior level students. The class standing and basic core or instructor approval prerequisites are intended to ensure students
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		have sufficient understanding of basic skills and ability to participate and complete the course.
2	State the overarching course goal(s) in performance terms.	The course is interactive in nature and will require students to work hard. Students pursuing a degree from the College of Business must earn a grade of "C" or better in the course.

2. Competencies and Measurements

	Competency	Measurement
1	Students will apply the elements of an ethical decision-making framework from a Christian perspective.	<i>Research Project</i> (assessment based on quality of analysis)
2	Students will identify and evaluate personal and corporate values and behaviors in comparison to biblical principles and ethical frameworks.	<i>Research Project</i> (assessment based on quality of analysis)
3	Students will understand the legal and economic environment of business.	<i>Tests 1, 2 and 3</i> <i>Research Project</i> (assessment based on quality of analysis)
4	Students will evaluate the broad legal and ethical implications of a specific business law problem addressed in an assigned research project.	<i>Research Project</i> (assessment based on quality of analysis)
5	Students will demonstrate an ability to communicate in writing and in oral presentations.	<i>Research Project</i> (assessment based on clarity and content of information and the ability to effectively communicate)

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Primary Texts: Constance E. Bagley & Craig E. Dauchy, *The Entrepreneur's Guide to Business Law*, South-Western Cengage, 2012, 4th Ed.

Supplemental Materials: In addition to the primary texts, numerous additional readings will be distributed during the course.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

Supporting Documentation	Location
Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.	Appendix A
Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.	Appendix B
Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.	N/A
Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.	N/A
Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.	N/A
Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.	N/A
Justification — Attach all documents referred to in Section II-2	Appendix C
Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.	Appendix D
Provide documentation for all additional attachments here.	N/A

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BLAW 365: Law and Entrepreneurship

Primary Department


Department Chair

4-10-18
Date


Dean of the College Assoc. DEAN

4/20/18
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: BLAW 365

Course Title: Law and Entrepreneurship

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐

David Pech
College Dean or Director

4-18-18
Date

Approved ☐ Denied ☐

College Dean or Director

Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐

Dean of Graduate School

Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐

TEC Chair

Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐

Provost's designee

Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐

Vice Provost

Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐

Provost

Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

APPENDIX A

Library Report
(attached hereto)

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: April 4, 2018
TO: Dr. Andy Little
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for BLAW 365 – Law and Entrepreneurship

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact the library liaison Mark McCallon (mccallonm@acu.edu) to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

APPENDIX B

Adams Center Report
(attached hereto)

Dr. Andrew Little

MBB 141

325-674-2768

andrew.little@acu.edu

Re: Review of BLAW 365: Law and Entrepreneurship

Dear Dr. Little,

Thank you for the submission of Law and Entrepreneurship: BLAW 365. I reviewed the syllabus based on the ACU application requirements and the syllabus meets those requirements. Please also see the attached checklist. Once the course calendar is available, consider adding that to the syllabus.

The syllabus is exemplary! However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

APPENDIX C

Justification for BLAW 365: Law and Entrepreneurship

This course fulfills the Griggs Center's mission to further the offerings related to entrepreneurship while also offering students interested in legal studies another course option. This course offers a new opportunity to teach the necessary aspects of entrepreneurial law. Many top programs offer similar courses in partnership with their law schools and/or graduate programs. We believe offering this course at the undergraduate level will enhance the learning experience for our students.

Course Descriptions from peer and aspirational universities

Bradley University:

BLW 347 (Law and the Entrepreneur)

Introduces students to legal requirements of forming a business and how to anticipate legal concerns and risks during the life of the business. Covers legal issues, such as Intellectual property, contracts, entity formation, and venture capital funding. Prerequisite: Junior Standing

Brigham Young University:

BUSM 277 (Legal Issues in Entrepreneurship)

Legal risks faced by entrepreneurs. How to plan for and avoid legal problems including forming the business, legal liability, and protecting assets.

DePaul University:

MGMT 374 (Entrepreneurship Law)

This course is designed to explore legal issues which an entrepreneur will face when starting up his or her business. For example, should a person set up her start-up venture as a sole proprietorship, partnership, corporation, or limited liability company? This course follows the development of a successful start-up all the way to the IPO.

Statement of Justification from current BLAW 363 Instructor

"BLAW 365 (the proposed course) covers many of the same legal subjects as an existing course, BLAW 363: Legal Environment of Business. For instance, both courses cover legal systems, torts, contract formation and breach, corporations and business structures, and employment law. All told, I would estimate that approximately 75% of the discussion topics for the two courses are similar. However, there is need for a separate course because the two are framed by different perspectives. BLAW 363 is typically taught from a managerial perspective, and views the foregoing legal subjects as a business manager would. The perspective on the law often changes if one adopts a different posture with respect to the business enterprise--the entrepreneur--and it is necessary for students studying entrepreneurship to learn these concepts and legal structures from a point of view that matches their unique field of study. Thus, the readings, cases, and projects for the courses will be quite different, even though both sets of course materials are focused on the same essential subjects. In the same way that entrepreneurship and management are distinct, yet related, fields, the business law courses that serve each group of students should be distinct, even though related."

Andrew Little, M.A., J.D.
Associate Dean
College of Business Administration

APPENDIX D

Course Syllabus
(attached hereto)

ACU COLLEGE OF BUSINESS ADMINISTRATION
COURSE SYLLABUS
BLAW 365.01
SUMMER 2019, MBB 301, 3 CREDIT HOURS



Instructor: Andrew Little, J.D., M.A.,
Associate Professor, Texas attorney
Office: MBB 141
Office Hours: MW: 1:00 to 3:00
T: 8:00 to 11:00
Phone (Work): 325-674-2768
Email: andrew.little@acu.edu (Email is the preferred form of communication. I will do my best to respond within 24 hours of your inquiry, though for emails received after 5:00PM on Friday I will likely wait until Monday to respond.)

"To create a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world."

From the COBA Mission Statement

"To educate students for Christian service and leadership throughout the world." From the ACU Mission Statement

SECTION ONE: INTRODUCTORY MATERIAL

Welcome to BLAW 365, Law and Entrepreneurship. I hope this course is challenging and meaningful to you, and I hope by the end of the course you have not only a good grasp of how law and entrepreneurship interact, but a better sense of how the law will affect your life. Ultimately, I want this course to empower you—even if only in small ways—to make a positive difference in the world.

Course Description: An integrated study of the legal system and its relationship to business, including discussions of sources of law, contracts, business entities, employment law, property law, and legal rights, duties and responsibilities. Rather than approaching these subjects from a managerial perspective, as is typical in most BLAW courses, this course approaches these subjects from an entrepreneurial perspective.

Contribution of Course to Overall Business Perspectives: Law is intended to provide some kind of order and stability to society. Individuals and businesses are subject to the laws of the United States and the individual states in which they reside or do business. BLAW 365 is intended to give students a solid understanding of the way American law applies to entrepreneurs, markets, businesses and legal relationships. In addition, the course provides an atmosphere where critical thinking and communication skills necessary for success in business and the professional world can be developed.

Contribution of Course to Christian Service and Leadership:

1. Law is premised on the implicit understanding that the world as we experience it is deeply flawed, or *fallen*, as Christians might say. Law attempts, with varying degrees of success, to provide justice in situations where competing individual and societal interests make an outcome initially indeterminate or at least difficult. The law also provides a framework for the orderly conduct of personal, organizational, societal, and governmental affairs. Finally, law exists to encourage behavior that society views as normative or desirable. For Christians, the justice provided by the law must work alongside our embodiment of the grace provided by God.
2. Given the imperfection of a fallen world and the extraordinarily powerful influence law has on society, Christians should be armed with knowledge and understanding of the legal system. The law controls us and exerts power over us, and we must be aware of the implications of that control. Micah 6:8 rhetorically asks God's people, "and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?" (NRSV). God's justice and the justice provided by the American legal system are not necessarily the same, but understanding both types of justice will help students thrive in and ultimately change the world.
3. Law is an integral part of the Western intellectual tradition. Understanding the broad outline of the law is part of a full and robust educational experience.

Goals for student competency: Students will learn basic legal vocabulary and rules of law and be able to apply them to factual situations. The relationship of law and ethics and basic biblical concepts will be studied. Students will be expected to explore ideas and concepts critically, and be able to articulate complex legal subjects with clarity and understanding. Students will be assessed and evaluated by a combination of testing, written assignments, and classroom discussion and participation.

Generally speaking, successful students will be asked to develop the following five skills:

- **Content mastery.** Students will understand the law as it is presented during the course of the semester. In addition, part of content mastery is learning how to find specific laws that relate to areas of interest, a skill that will be taught and tested.
- **Clarity and creativity of expression.** Students are expected to express complicated ideas in writing and verbally with clarity, creativity, and poise.
- **Contextualization.** Students will be expected to place American law in several contexts: how law relates to the Western intellectual tradition, how it relates to a relatively free and open marketplace, how it has changed over time, how other countries handle similar issues, plausible alternatives for how certain laws might be different, and how law relates to a life of Christian faith and service.
- **The ability to critique.** Once students understand the content of the law and can place it in proper context, they will be invited to critique it. Effective criticism must be accompanied by reliance on persuasive evidence and authority.
- **A healthy balance of theoretical and utilitarian thought.** Good students must be able to think both practically and abstractly about the law.

Format: BLAW 365.01 meets during the Summer 1 term in MBB 301, Mondays, Tuesdays, Wednesdays, and Thursdays, from 8:00 to 11:50am. The course will utilize a mixture of lecture and discussion.

Prerequisites: Junior standing and the basic business core or permission.

SECTION TWO: TEXT AND WRITTEN MATERIALS

Primary Texts: Constance E. Bagley & Craig E. Dauchy, *The Entrepreneur's Guide to Business Law*, South-Western Cengage, 2012, 4th Ed.

Supplemental Materials: In addition to the primary texts, numerous additional readings will be distributed during the course.

SECTION THREE: GRADING AND ASSIGNMENTS

Grading: Students will be graded using the following formula:

Assignment	Percentage	Points
Test 1	20%	200
Test 2	20%	200
Test 3	20%	200
Class Participation	20%	200
Project based on readings and experiences	20%	200
Total	100%	1000 points

Tests: There will be three multiple-choice tests. Each test is worth 20% of your grade for the semester, for a total of 60%. The third and final test is not comprehensive.

Research Project: All students will complete a research and reflection project worth 20% of their final grade for the course. The research project instructions will be given at a later date. The project will incorporate the materials discussed in class, assigned readings and personal reflection.

Class Participation and Discussion: The law is always open to debate, and students are expected to bring their ideas and opinions to class to share with others. Please consult "Appendix 2: Class Participation Guidelines" for expectations related to class participation.

Summary of Student Learning Outcomes and Assessment Methods:

Learning Outcome	Assessment Method(s)
BBA 1.1 Students will apply the elements of an ethical decision-making framework from a Christian perspective.	Research Project
BBA 1.2 Students will identify and evaluate personal and corporate values and behaviors in comparison to biblical principles and ethical frameworks.	Research Project
BBA 2.2 Students will understand the legal and economic environment of business.	Tests 1, 2, and 3 Research Project
MGMT 2.1 Students will evaluate the broad legal and ethical implications of a specific business law problem addressed in an assigned research project.	Research Project
BBA 3.2 Students will demonstrate an ability to communicate in writing and in oral presentations.	Research Project

Grade Scale:	A	90-100
	B	80-89
	C	70-79
	D	60-69
	F	Below 60

I will round up to the next nearest whole point. In other words, as an example, an 89.2 will be rounded up to a 90.

The university academic calendar indicates the last day to drop the course. To drop a course, you must complete the required paperwork with your advisor. You must earn a grade of C or better in this course to satisfy COBA requirements.

SECTION FOUR: MISCELLANEOUS COURSE POLICIES

Electronic Devices: In my classes, there is no use of electronic devices, including laptops, cell phones, tablets, etc. permitted without prior permission. A sharp mind and willingness to learn and contribute are the only requirements for attendance, though you're free to bring pen and paper as well. In addition, making an audio or video recording of class is not permitted.

Makeup Work:

- Tests.** Makeup tests will be given only for the following reasons: university-sponsored sports, serious illness, or death in the immediate family. In order to be given the opportunity to take a makeup test, you must talk to me (preferably via email) on or before the day you are absent, except in extraordinary circumstances when no notice is possible. One week is allowed for the makeup test to be taken. After that, a grade of zero is given.
- Writing Assignments.** Generally not accepted late unless you have approval from me in advance of the due date. Even if you cannot come to class, you should email me your written assignments on their due date.

Attendance: Because this is a summer study abroad course with high expectations of participation, you are only entitled to three free absences. An "absence" is considered missing any part of the approximately fifty-minute class period on any given class day. After the third free absence you will be docked half a letter grade for each additional absence. There are no "approved" or "unapproved" absences; all absences are counted equally. Students who miss more than three class periods due to University-sponsored sports, serious illness, or other extraordinary and compelling

circumstances, may be exempted from the effects of this rule, but must work closely with me to insure that sufficient progress is being made in the course. All students must keep track of their own absences.

ACADEMIC INTEGRITY: Cheating or academic dishonesty in any form will result, at a minimum, in a zero grade for that assignment or test, and may be grounds for failing the class or more extreme measures, according to COBA and university policy. Turning in an assignment that is substantially the same as another student's work (in whole or in part) or something from the internet, even from prior semesters, is cheating. Copying and pasting material from the internet without proper citation and quotes is cheating. You may NOT receive any computer file or hard copy of a written assignment from another student (past or present) to assist you in completing any assignment in this class, nor provide a file or paper to another student. Please read the COBA honor code, <http://www.acu.edu/academics/coba/cobahonorcode.html>.

Disabilities: A student who, because of physical limitation, needs a reasonable accommodation, should direct inquiries to me, or the chair of the Management Sciences Department.

Title IX: At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our Anti-Harassment Policy outlines specific definitions and procedures related discriminatory and sexual harassment, sexual misconduct, assault, stalking and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

Written Assignment Guidelines: The research and reflection project should use 12-point font with one-inch margins. A cover page is not necessary. Use parenthetical references for page numbers of the case or book being discussed or quoted.

Questionable Materials: Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

FOUR FINAL COMMENTS....

1. If something in this syllabus changes, I will give you ample notice and a supplemental written information that governs the course's progression.

2. Students who are interested in going to law school and becoming a lawyer should initially seek the guidance of the University's pre-law advisor in the Political Science Department. Beyond the formal good advice he can give, I will be happy to sit down and talk to you about law school, being a lawyer, football, faith, or anything else of interest to you. If the door to my office is open—even if it's not my posted office hours—you're welcome to come in.

3. This class requires diversity of thought. I fully expect us to discuss controversial and difficult issues, and I doubt you will agree with me or your classmates all the time. All I ask is that we treat each other with respect and dignity, and always attempt to listen and understand before disagreeing. When we must disagree with one another, let's do so in civility and grace. In addition, there may be times I take a position on an issue for the sake of argument—in order to get the class focused on the divergence of views—and just because I appear to be advocating for a position does not mean I personally espouse it.

4. Nothing in this syllabus, and nothing discussed in BLAW 365, should be considered the rendering of legal advice to students or anyone else. This course is a discussion of legal topics in an academic setting. You should not rely on our class discussions as being legal advice for any real situation, nor pass on my comments to anyone seeking or in need of legal advice. My legal practice at this point is extremely limited, and it does not involve students or anyone related to a student. Please do not ask me for advice related to a legal situation in which you might find yourself. I am not your lawyer.

I have read and understood the entire syllabus for BLAW 365.01, including specifically the Academic Integrity expectations and the statement in the immediately preceding paragraph notifying me that I cannot rely on our academic discussion of the law as legal advice, and that Prof. Little is not and will not be my lawyer for any reason during my time as a student at ACU.

Printed Name: _____ Signature: _____ Date _____

APPENDIX 1: COURSE SCHEDULE

What follows is a **proposed** timeline for the semester. If changes occur, you will be notified as soon in advance as possible. The number in the Primary Reading column indicates the referenced chapter in the Bagley & Dauchy text.

Week	Date	Topics	Assigned Reading	Other Assignments
1	May 14	Introduction/Syllabus Legal Systems Business Entities Entrepreneurs	Chapter 1, 2, 3	Read and discuss <i>Dodge v. Ford</i> materials
	May 15	Corporate Formation and Financing	Chapters 4, 5	Read and discuss <i>Rimade v. Hubbard</i>
	May 16	Corporate Purpose Test One		
	May 17	Venture Capital Buying and Selling a Business Test Two	Chapter 13, 16	
Summary for Week 1: • Read the following chapters in the textbook: 1, 2, 3, 4, 5, 13, and 16, plus all supplemental materials distributed in class.				
2	May 21	IPOs Contracts	Chapter 9	Read and discuss <i>Klein v. Pepsico</i>
	May 22	Contracts and Torts Test Three	Chapters 10 and 11	
	May 23	Torts and Insurance	Chapter 11	
	May 24	IP Law	Chapter 14	
Summary for Week 2: • Read the following chapters in the textbook: 9, 10, 11, and 14, plus all handouts and supplemental materials.				
3	May 29	Test Four Employment Law	Chapters 8	
	May 30	Labor Law	Supplemental materials	Read and discuss <i>Garcia v. Houston</i>
	May 31	International Law Test Five	Chapter 15	
Summary for Week 3: • Read the following chapters in the textbook: 8 and 15, plus all handouts and supplemental reading.				

APPENDIX 2: Class Participation Guidelines

1. I expect high participation out of all students. You cannot merely sit passively and receive information from the instructor or other students. Participating in the discussion helps you construct and interpret the course content in a way that best suits your learning style.
2. Speak confidently. Don't be afraid to say the wrong thing. It is better to be confidently wrong than disengaged. It is also better to ask what might seem like a "dumb" question instead of remaining unsure.
3. Ask open-ended questions (who/what/why) instead of yes/no questions.
4. Short comments are preferable to long explanations. Try to avoid telling stories unless they are short and directly relevant.
5. Begin your comments with, "I want to agree with [or disagree with, or build on] what was just said...." This keeps the discussion focused on the topic at hand and prevents a meandering, aimless series of disconnected comments.
6. Be respectful to other students and the instructor, but don't be unnecessarily deferential. Don't be afraid to disagree, but do so in civility and with courtesy. This also means you cannot be overly sensitive when people disagree with you.
7. Be properly prepared for each class period. You should have already read the assigned material before class starts.
8. Do not use your cell phone, laptop or tablet during class.
9. With about 3-5 minutes remaining in each class, I may call on a student to summarize the major points of the lecture/discussion.
10. I will do my best to create a classroom atmosphere of openness, collegiality, and honest inquiry. I expect you to do the same. We should all speak and listen gracefully.