Syllabus

BA 5900
PMBA
Blended On-line/Classroom Section
Law, Ethics and Business
Spring, 2021

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Office Hours:

On-line: I will host an optional-line Q & A session via Zoom once a month between our classroom sessions and prior to the Mid-term exam.

The first optional session will be held on Thursday, March 4th from 5:30 -6:30 pm

Subsequent sessions will be posted in the Course Reading & Assignment Schedule and maybe accessed by the Zoom button in the left hand column in the Canvas Course site.

By Appointment: for Zoom, telephone or other on-line tools. Send me an email with your name and availability for an appointment. I will promptly work with you to find a mutually convenient time, date and means of communicating.

Personal Link:
http://business.umsl.edu/About%20the%20College/Faculty/Finance%20and%20Legal%20Studies%20/costello.html

Classroom Sessions: in AB Hall 002 / Zoom On-Line [if we switch to fully on-line], from 8:00am -12:00 on Saturdays – 2/20; 3/20; 4/17 and Friday, 5/14.

1. **TEXTBOOKS AND EQUIPMENT REQUIRED FOR COURSE:**

   Course Tools: regular access to internet, UMSL Canvas Learning System, video camera and microphone access to Voicethread for creating your audio-video Introduction, Case Presentation [if we switch to fully on-line class sessions] and to participate in on-line Q&A sessions.
The Voicethread lectures together with the associated slides [some of which differ slightly from the Voicethread lectures] are posted in the Modules.

Textbook: Managers & The Legal Environment, by Bagley-Savage published by Cengage, 9th Edition. Textbook is dense and full of legal cases and jargon. However, it is the best non-law school textbook I have found for discussion of legal issues from a manager’s perspective. Bear with the textbook, I think you will find the effort useful in your career. [But, I suggest that you not keep the textbook after the course- the internet will constantly update the changes in the law. Relying on old legal textbooks is a good way to be caught unaware by the constant change built into the common law legal system.]

2. **COURSE OBJECTIVES:**

The goal of this course is to enable students when working in a business environment to:

a. Be able to identify and apply legal principals;
b. Work effectively with persons from different legal systems - civil and common law systems;
c. Apply key concepts in specific areas of commercial practice, such as antitrust, bankruptcy, commercial law, corporate governance, finance, intellectual property, real estate and securities;
d. Make ethically based decisions cognizant of risks;
e. Analyze trends influencing the law in a globalizing economy [global organizations, UN conventions and efforts to introduce ethical norms.] and
f. Work productively and effectively in an on-line environment and as a member of a community.

3. **GRADES:**

   Participation: 100

   **Assignments & Exercises [approximately]:** 100

   **ONE PAGE CASE ANALYSIS AND VOICETHREAD PRESENTATION OF COURT CASE:**
   One Page Case Analysis: 100
   Voicethread Presentation: 100

   **COURSE PAPER [reversing case analyzed and presented]:**
   3- 5-Page Case
   Paper: 200
EXAMS:
Mid-Course On-line 100
Final On-line     100
Exam:             100

TOTAL COURSE POINTS
[approximately]: 800

Course Grades will be determined by the total points earned by each student divided by 800 Points.

It is important to note that the Canvas Gradebook may make it appear that the total course points is moving as extra credit opportunities are added to the Canvas Gradebook. All possible points will be set forth in the Canvas Gradebook, to assess your performance compare your total points to the 800 point course goal.

All extra credit points will be included in the Canvas course gradebook but will only be used to increase your total points and not in setting the grade breaks. The grade breaks are based on the course goal of 800 points.

4. COURSE PARTICIPATION:

Participation in the course is measured by three [3] criteria.

A. Substantive participation in classroom lectures, exercises, such as the Manager’s Dilemma exercises, and discussions, especially of classmates powerpoint/Voicethread presentations.
B. The second criterion is timely submission of original thoughts of a substantive nature delivered in a courteous manner to encourage discussion of One page Case Analysis and Case Paper posted to the course discussion boards.
C. Comments to the discussion board should be posted by the scheduled date or within one week of the posting student Case and Voicethread Presentations. Each student is required to post timely, meaningful, substantive and courteous comments to the discussion board.

Timely means within one [1] week of the original posting;

Original means the author’s thought after contemplation and reflection on the topic;

Substantive means materially adds to the course of the discussion; and

Courteous means in a manner intended to encourage discussion without demeaning or belittling another participant.
5. **EXAMS:**

This course has a mid-term and a final exam. Each exam is worth 100 points.

Each exam consists of two [2] parts:

Part 1. Is short answer that relies on your memory of key issues from the lectures;

Part 2. Are essay questions [similar to case problems at the end of the chapters.]

The exam is time limited to 75 minutes. Upon expiry of the allotted time, the exam will automatically close and be submitted [regardless of completion.]

The exams are intended to test a student’s knowledge of and ability to apply concepts in practical situations in a time constrained setting.

While you have access to your textbook, the lectures and notes, I suggest you to look over all the questions quickly before you start and then answer the questions to which you know the answer, then the essay questions returning to the unanswered questions in the time remaining.

Each exam will be open for one [1] week to allow students to flexibly complete each exam by the due date. The mid-course exam will open after the second class session. The final exam will open the week prior to the last class session.

6. **ONE PAGE CASE ANALYSIS AND POWERPOINT PRESENTATION:**

This is a two [2] part exercise. Each part is worth one hundred [100] points for a total of two hundred [200] points.

This assignment requires that you find and read the actual court decision- not merely the one paragraph about the problem in the textbook. You can find the case by contacting a research librarian in the Thomas Jefferson UMSL Library or by using the on-line database in UMSL library which you can find in My Gateway or oftentimes via an internet search engine. Be sure the case you find is the decision referenced in the textbook. Some have multiple entries as the case moves through the appellate system. Be sure the case you find is from the court listed in the textbook.

**Part 1: One Page Case Analysis:** Having read the entire case, the student will prepare a not to exceed one [1] typewritten page in Word format analysis of the case. The one page case analysis together with an operable link to the full text of the case [the link should be operable and take the reader directly to the discussed case – failure to test and be sure the link is operable is an element of the graded exercise] is to be timely posted to the Course Discussion Board.

Your One Page Case Analysis is to be posted in by Midnight of the Sunday prior to the class session in which you are to give your Powerpoint presentation. Please note the due date for the posting of your case analysis.

The instructor will review comments posted in the Course Discussion Board.
One page means one [1] typewritten page on 8 ½ x 11 inch Word document.

The one page case analysis should contain:

1- the name of case, parties, court and date of court decision,

2- key facts of case,

3- key issue [the principal which it is elucidating in textbook],

4- what is decision of court on the principal for which it is in textbook,

5- court holding [decision by court of who wins and why - which may be different than why it is in textbook], and

6. whether you agree or disagree with court decision and your reasons why. [Your opinion is not a mere restatement of the court’s decision.]

[Review, How to Read a Case Citation, page 43 of the Textbook.]

Your analysis, presentation and paper should be focused on the part of the case relevant to the point for which it is being cited in the textbook.

Note: (1) The one page case analysis together with an operable link to the entire court decision should be posted as a one page attachment in Word format to Course Discussion Board section of the course website.

2. Part 2: Powerpoint/Voicethread Presentation to Class: Each student is required to create a Powerpoint/Voicethread presentation of your case.

The presentation should not be more than seven [7] slides [use one page case analysis as outline for your slide presentation]. The additional slide [which should be the initial slide in your presentation] should be an introduction of yourself [think of this as your thirty [30] second elevator introduction of yourself (if you had a chance meeting with the CEO of a company for whom you would like to work- how would you want her to remember you].

Your Powerpoint/Voicethread presentation should be visually appealing and informative. You should look at the class and talk with the class not read from your Powerpoint presentation

You should review and respond to comments to posted by fellow students as this will be the basis for the presentation grade

You should know the case and chapter well enough to answer questions from the class about the case and the principal for which it is in the textbook. This is an opportunity to practice your presentation skills as well as demonstrate your knowledge of the case and the relevant chapter
material. You are the expert on this case. You will be expected to respond to all student queries and comments about the case, including those posted to the course discussion board.

7. COURSE PAPER [REVERSING COURT DECISION]:

The third task which the student will complete is also based on the case assigned by the instructor [The case case the student has researched and presented to the class.]

3-5 Page Paper – Reversing the Decision of the Court: Each student will submit a course paper not exceeding five (5) pages [double spaced] typewritten paper [on 8 ½ x 11 inch white paper in size 12 font] Word format to the Course Discussion Board.

The paper will consist of:

1. A one [1] page executive summary of your paper [An executive summary should allow the reader to know the facts, lower court decision, why prior court decision was wrong, your reasons for overturning the prior decision, and what the court should do to correct it. A good executive summary should allow reader to understand your paper without reading the succeeding body of your paper. The paper should be a fuller elucidation of your thoughts.];

2. The body of your paper should consist of: a. Your arguments addressed to the US Supreme Court to overturn the existing decision; b. your reasons for overturning the existing decision; c. Why your proposed decision is a better resolution than the existing decision of the court; d. what you want the court to do; and e. a closing summary.

You need to be creative in developing your argument – not merely parrot an earlier decision of the lower court – as it already did not prevail.

All Course Papers are due at the beginning of the third class session on Saturday, April 17th. An electronic copy is to be posted to the Course Discussion Board and a hard copy delivered to the Instructor [if we are meeting in the classroom].

Each student is expected to review and comment on three [3] of the papers posted. The comments are due by midnight on Sunday, April 25th.

The instructor will review the quality and substance of comments posted to the discussion board as part of the course participation grade.

8. COURSE ASSIGNMENTS:
In the between in-class modules the student will find one or more course assignments to complete and bring to the following class session to discuss and submit for grading following the discussion. Each assignment is to be typewritten.

There will also be exercises to complete in class.

All written submissions should have your name and course number in the top left corner of the initial page. In a world of email and attachments, it is a mistake to expect submissions separated from the submittal form are identifiable to the author.

Each assignment will be worth ten [10] points. Any assignment submitted late will be subject to a late assignment penalty of one [1] point for each week late.

10. EXTRA CREDIT OPPORTUNITIES

A. Participation in campus life is a part of the academic experience of a university and a networking opportunity. Periodically the instructor may offer students an opportunity to participate in a campus event for extra credit. Each student desiring extra credit will be required to attend the instructor selected event and to write and submit by email to the instructor a one page typewritten report about what you learned by participating in the event. All extra credit papers are required to be submitted within one [1] week of the event. Extra credit does not count towards course participation. All extra credit points will be included in the Canvas course gradebook but will only be supplemental to your grade not in setting the minimum number of points necessary for a grade in the course.

B. See Alternate court visit – extra credit opportunity in the Reading and Assignment Schedule for Class Session 2.

11. ACADEMIC INTEGRITY:

_Academic honesty_ is fundamental to the activities and principles of a university.

In all cases of academic dishonesty, for example cheating, plagiarism, or sabotage [including discourteous comments that damage the discourse], the instructor shall make an academic judgment about the student's grade on the work involved.

PLAGIARISM is the act passing off the ideas or words of another [such as by cutting and pasting or using work prepared by someone else] as one's own. In a student paper you may need to use a quotation from the court or another author, any such use should be very limited, be in quotation marks and be followed by a citation.

-Creating and/or distributing the questions or answers to the quizzes, exams or assignments is a violation of the UMSL student academic honesty policy as it fosters cheating and plagiarism rather than learning.
QUOTATIONS: When quoting the work of someone else, you are required to give credit to the creator of the work by providing the instructor with a citation to the original work.

CITATION: is an easy to find link to the original work [such as the name of the author, source of the material and a weblink to the original work].

COURTESY: is the ability to comment in a respectful manner on the substantive issue that encourages academic discourse rather than attacks or demeans the author.

Since this judgment is often a grade of zero, it may result in a failing grade for the assignment and a low or failing grade in the course.

The complete Campus policy on academic dishonesty may be found under “Student Conduct Code” in the Student Planner or at http://www.umsl.edu/studentlife/dsa/student_planner/policies/conductcode.htm