University of Missouri-St. Louis
School of Business Administration
Course Syllabus

BA 2900
Legal Environment of Business
Spring 2018 (Online)

Steven G. Bailey, JD, CFP
Office: 1102 Tower
Office Phone: 314-516-5896
Cell Phone: 314-703-7948

Office Hours
by appointment
E-Mail: baileyste@umsl.edu

Prerequisites: Sophomore Standing


Our class is teaming up with McGraw Hill Education in a Digital Partnership Program for this course to ensure all students have day one access to their required course materials at a reduced cost. [this grants access to the 3rd Ed.]

1.) In this program all students enrolled in the course will automatically be provided access to your digital resources through your MyGateway course shell. All students will be billed via your student charge account for digital access to Connect Plus after UMSL’s designated 100% refund add/drop date. This process will help to ensure students who drop the course within this time frame are not charged for resources you’re not going to end up utilizing for the full semester.

2.) Digital Resources = Connect Plus (required): Connect Plus is required for access to the online homework, eBook, guided examples, Learnsmart, interactive presentations. You can immediately access Connect Plus through your “MyGateway” course shell. A short one time registration is required.

3.) A print textbook option to accompany the digital resources/Connect Plus will be made available in The Triton Store at an additional low cost. I apologize for the formatting, but MSWord is not my strong suit, and it is challenging to correct when it makes default formatting errors.

Course Objectives: BUS AD 2900 Legal Environment Of Business: 3 semester hours (from Bulletin)
Prerequisites: Sophomore Standing. An introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers and acquisitions; and labor management relations.

(The following is University Mandated Material for Online Courses)

Technology Requirements:
As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
3. Ability to navigate MyGateway (Blackboard Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
6. Media player such as VLC Media Player.
8. Adobe Reader or alternative PDF reader (free): http://get.adobe.com/reader/?promoid=HRZAC

A webcam and/or microphone is highly recommended. We will do recorded videos.

Library Reserve Materials (check by Professor Name @T.J. Library)
mygateway.umsl.edu. (Everything is print and requires physical presence)

Instructional Technology: The following tools will support the instructional strategies for this course: (web searches, MS Word or equivalent, PowerPoint or equivalent, Blackboard Collaborate, Kaltura Media, VoiceThread (the latter three are all available in Blackboard and I attempt tutorials on them)

If this is your first online course, it is recommended that you complete the Online Course Orientation listed in your MyGateway course list. If you’ve already completed the orientation, you do not have to retake it but you can refer to it for helpful videos and tutorials about the technologies used in this course.

Student Resources

Gateway for Online and Adult Learners (GOAL)
Web: http://umsl.edu/goal
The GOAL office provides you with personalized services and access to resources to help you be successful in your online course(s). Contact them for virtual and traditional support, tutorials on technology tools in your course, coaching for online learning success. They even have free coffee and a space to hang out. We have been assigned Casey Wombacher (UMSL Student) as our course liaison, and he will likely have already reached out to you. If the problem is technology related, he is the first person I would go to, were I you. I do not give his information here, but he is listed as an instructor in the course email directory. He may be able to solve your problem without the stress of contacting me; he is likely to help us solve the problems that I, as a geezer instructor, have created in the course platform. They have computers and quiet spaces which they will gladly reserve for you should you have the need for them.

Access, Disability and Communication
Students who have a health condition or disability, which may require accommodations in order to participate effectively in this course, should contact the Disability Access Services Office. Information about your disability is confidential.

- 144 Millennium Student Center
- Phone: (314) 516-6554
- Email: linder@umsl.edu
- Web: http://www.umsl.edu/services/disability

If you have difficulty communicating in English with the instructor of this course, contact the Office of International Students and Scholar Services:
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Web: http://www.umsl.edu/~intelstu/contact.html

Technical Support

My Gateway (Blackboard): If you have problems logging into your online course, or an issue within the course site, please contact the Technology Support Center:
- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Web: http://www.umsl.edu/technology/tsc/

If you are having difficulty with a technology tool in MyGateway (wiki, Voicethread, Kaltura, etc.) consider visiting the Online Course Orientation in your MyGateway course list. The orientation has overviews of each tool and tutorials on how to use them.

Blackboard Collaborate: If you have any questions regarding Collaborate, contact the Faculty Resource Center:
- Phone: (314) 516-6704
- Email: frc@umsl.edu
- Web: http://www.umsl.edu/technology/frc/
- Outside normal office hours, you may also contact Collaborate for 24/7 assistance:
  - Phone: (877) 382-2293
  - Chat: http://support.blackboardcollaborate.com

VoiceThread
- Email: pro-support@voicethread.com
- Online Form: https://voicethread.com/support/contact/
- Web: https://voicethread.com/support/howto/Basics/

Kaltura Media
- Some machines struggle with using this software, but it is more robust than VoiceThread
- If you are struggling, contact the GOAL office or visit their website:

(Instructor Supplied Material recommences below)

Students need to regularly check the course MyGateway site for Announcements, assignments, grades and course materials. A working knowledge of this site as well as Microsoft Office: Word, Excel and PowerPoint will be necessary for successful completion of the Course.
### Grading Policy

1. Class Participation 100
2. Textbook Quizzes/Practice 50
3. Research Projects and Presentations 230  
   a. Case Analysis: Clark v. MKT, segmenta1 130  
   b. Case Presentation 100
4. Discussion Board (a, b and c) 350  
   a. *Wall Street Journal* (WSJ) 75  
   b. Legal Research Project (LRP) 125  
   c. The Wreck of the *Titanic* 150
5. Early Semester Test 75
6. Mock Trial 195  
   a. Pretrial (Discovery Phase) 75  
   b. Live Trial/Final Examination 120

**TOTAL** 1000

### Letter Grades

I grade on a curve only when assessing the final letter grade. I utilize A, A-, B+, B, B-, C+, C, C-, D, F. It is my general experience that 94% or higher = A; > 90% = A-; > 87% = B+; >83% = B and so forth. Grades by letter designation tend to cluster when I plot them, (that is, there is a palpable separation between the students in each group) but these numbers have been very close to the ultimate barriers in >96% of the semesters in which I have taught. Do your work well throughout the semester and you should get a good grade. Turning in whatever you have completed on or before the deadline give me an opportunity to judge your work; missed work is just that, the points will be missing, too.

### Group Project Grading

I grade group work by individual effort. It has been my experience that some individuals like group projects because another student will do the majority of the work for them. I hope to help you
understand that businesses use group work because many heads are better than one. In the modern, digital age, it is a simple matter to monitor effort without other group workers having to report on a lack of effort by their colleagues. Utilize a group project as a means of self-evaluation against your peers; whom would you retain on the team, and why? Work together to produce solid results, and everyone should receive sound grades.

**Learning Philosophy**  I am a deep believer in the Multiple Intelligences theory of learning (if you do not know what this is, you might search Memletics in your favorite search engine and see if there are any surveys you can take that will help you grow in understanding your areas of strength and of future growth) as well as active learning modules. You will find that I connect written and verbal communication of knowledge and understanding with mastery of thought, material and processes. My students and I learn by doing: we are not afraid to be ignorant or wrong; we are seeking self-improvement through trial and reflection. I will attempt to build projects that permit your various learning styles to emerge, engage and evolve. You may need patience with me, with others and with your self-expectations. You may well find that what you at first thought a brilliant solution, and perhaps even the only solution, is on reflection a solution that needs deeper consideration, trial and revision due to matters you may not have foreseen. Much of the law requires forethought. If I do X, will that always result in Y, or is it reasonable to assume and forecast Yₐ, Yₐ, Yₐ* * * Yₐ in cost-benefit or other analytic metrics? Cookie cutter solutions rarely work well in the human and global environment; expect to challenge yourself as a lifelong learner. Be open to the views of those around you, and try to respect their perspective as valuable to your greater understanding of the world we explore together.

**Class Schedule**  I have prepared and posted an Excel Spreadsheet constituting five pages or tabs that breaks the class into three four-week and one three-week segments. It behooves you to keep up. Because of the large volume of students in this class late work presents an additional challenge for me as I will be glad when I have finished grading each assignment. Address issues of time compliance with me **in advance** so we can reach a reasonable solution based on the late policy set forth hereafter. Textbook assignments utilize McGrawHill Connect. Expect that you will spend time on this class.

**Time Commitment**  A face-to-face class would meet for 150 minutes per week, and the students would be **expected to commit three to five times** that amount of work per week on average each and every week of the semester. I give a broader range as some students will struggle
with some components of a course, such as reading the textbook, while finding other components fairly simple and not very time consuming; perhaps writing is a skill of theirs and the Discussion Boards become a place where they excel. This class is designed to be taken at the end of the Sophomore or beginning of the Junior year, or thereafter. Due to its difficulty, many students post-pone the class until their Senior year. It is my opinion that this class is a springboard for study at the Junior, Senior and Graduate level. I designed this class to prepare you for that future; it is a challenging class.

Discussion Boards are just that. They are not statement boards; they are meant to get you to make statements that engage and professional inform and challenge peers. Everyone must carry their fair share of the weight and the labor in order for fellows to maximize their learning experience. The cumulative paper is a project on which you can collaborate, but it must be your own work that is sent in for grade evaluation. (See, Plagiarism policy!) The Mock Trial proceeds in two phases: pretrial discovery and then a live performance mock trial. This is a group project, but the grade is earned wholly by each student -- there will be no coat-tailing of more engaged students. Our Final Exam is the mock trial itself, which will likely be performed through Zoom room software where we will have to set up and keep specified times.

**Participation:** In my face-to-face class, I take attendance at every class meeting and award students three points for each class where they attend, participate and pay attention. This totals ninety points; in an online class I will review online activity weekly or bi-weekly to yield a total of ninety points. I then award ten discretionary points based upon their overall record, for a total of one hundred points. If you are a regular participant and rarely if ever are late or pushing the envelope on deadlines, you can expect all ninety online points. If your work is sometimes late or you are not engaged with your groups and in projects as deeply as your fellows, you may expect to receive less than full points. I will give a participation grade at or near the midterm period to give you some indication what your effort seems like to me. You are free to inquire of me what you can do to improve your score, but generally those who work on the site three to four times a week, a bit here, a bit there, will get higher scores than those who put it all off till right before the deadline.

**Late Work.** Assignments are due on specific dates as set forth in the spreadsheet, but that schedule is subject to modification. If the schedule is modified, the assignment is due upon the modified date. On the Case Analysis paper each segment can be turned in late for the following penalties: First 24 Hours, 10 %; Second 24 Hours, 25%; Third 24, 50%, non-cumulative. If more than 72 Hours late, the score will be zero (which will show you at least tried) and there will be no feedback on the work. Discussion Boards (including the Mock Trial Group space) will permit work up to two weeks late, but full points will not be awarded. Any other late work will not be accepted as performed work unless a prior agreement has been reached (you must notify me in advance of your delay, and I must approve your dilation). It will not be graded by the
Rewrites

I am trying to help you grow in your abilities, and I have had past experiences where students “thought out loud” with the apparent expectation that their teacher would sift through the idea dump to find the few kernels of wisdom for the student to pursue in the next effort. I prefer to see that you have done the work it takes to make your submissions presentable and representative of your best reasonable effort at that time. I can help you improve your best effort, and I will do so with cogent commentary on strengths and areas for improvement. Some of the work we will do with focus on getting a strong rough draft together, but there will be at least one project for which you will be responsible on your own to bring to what you deem to be a highly polished state. On that or those project[s] the rule is simple: I do not grant rewrites. Get it right the first time.

Work Submission

All digitally submitted work must be typed and double-spaced with a font size of 12 or 14 points. Discussion Board posts need not be double spaced, but they must be posted into the visible space (i.e., posting a file is insufficient, the content must be visible in the DB window to be graded). The Definitions and Usage project must be submitted in Microsoft Word (.doc or .docx or an .rtf file extension), and my grading is best performed in that platform. Assignments requiring the use of a spreadsheet must be submitted in Excel. All compositions will be evaluated for grammar, diction, style, neatness, punctuation and organization. Your work should reflect serious thought upon the project befitting a course designed for late sophomore/early junior classes. The writing lab, on the 4th floor of the SSB, may be able to assist you, but they cannot proofread nor write your papers. You may want to find a classmate, friend or acquaintance to go over all of your work prior to submission.

Academic Honesty

UMSL and the University of Missouri have an Academic Code which will be upheld at all times. This can be found in the Student Conduct Code. Plagiarism is one violation for which I am keenly on the lookout. Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. I have encountered plagiarism in past classes, and I have taken cases before the Dean. As of this writing, all cases I have submitted wherein I have alleged violations of the Academic Code have been affirmed by the Dean and her staff with one exception. It is not in your
best interests to meet Administrators under a referral by an instructor for Academic Dishonesty in the instructor's class. The Student Conduct Code requires civility and decency throughout your enrollment: I will not detail every facet of that Code that I intend to enforce; suffice it to say that if your conduct violates the Code, enforcement of the Code will be performed by me or persons in authority as needed to help you grow.

Access, Disability, Communication:
- Students requiring special accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with someone in Disability Access Services (MSC 144). I am not in the position to judge or assess the nature and extent of claimed disabilities; I rely upon the Access Services office to advise me what I must do to meet your needs. In my experience, my courses meet most needs without any need for alterations of the core material, but that does not mean that you should not advise me of the access requirements I need to meet. Please speedily advise me of any conflict you have with my requirements for the class and the access requirements granted you by the University so that we may address them in a timely fashion.
- If you have difficulty communicating in English with the instructor of this course, contact Dean Thomas Eyssell, Area Coordinator in Finance and Law and Dean of the Graduate School of Business.

General Comments: a/k/a How to Succeed:
It is in your best interest to discuss with the instructor any problems that you are having or that you foresee prior to the date of crisis. There are a number of helping agencies at the University, and I may be able to steer you to the one that will best help you. I want you to enjoy your time in my classroom, and to feel welcome at all times to discuss your academic experience. I will be available via Blackboard Collaborate most Monday and Wednesday evenings (1900 to 2030 hours throughout the semester). (There is a Google tool that I am just now learning, and I may use that as well. I have an Iphone, so I can do FaceTime, too.) It is best to text me on my cell phone, 314.703.7948 to arrange a convenient time.

My current schedule has me teaching BA 201(Legal Environment of Business) at MC of STLCC MWF 1100 to 1250 and 0930 to 1045 at WW. I am going to post a schedule of my weekly commitments that should help you contact me. Texting is preferred as I do not always have computer access -- longer material should be via email, but text me to tell me you have sent me an email.

We are blessed to have Noelle Chandler of the GOAL office as a Teaching Assistant who should be your GoTo person for anything technical. She will also communicate with me about "translational issues" where I think I
have made things clear but students have questions that call for clarification. If you and your fellow students cannot unwind my "professor-speak," see if Casey can help you [help me].

Together we can fashion a rewarding learning experience, but this must be a cooperative endeavor between all of us. One of my favorite administrative assistants had a little sign on her desk: "Lack of planning on your part does not constitute an emergency on my part." Thus, do not expect me to jump through hoops if you have not helped yourself. This course requires your continued diligence and effort throughout the semester. That is, steady, reliable work will be rewarded, while steady procrastinators will generally fall so far behind that successful completion of the course becomes a deep challenge for them. I will do my best to post Grades on the MyGateway system as soon as I can. You should check this throughout the semester to assure that you have received the points to which you are entitled. I attempt to post Class Participation grades at the halfway point so that students have some idea how they are doing, so be sure to track these carefully as I may be able to explain to you why you are not receiving full points that you may accordingly modify your actions. I do not give extra credit assignments. There is enough work in the semester for you to get the grade you deserve. It is incumbent upon you to do all of the work in a timely fashion. This is rather like a tortoise walk. It is a safe assumption that the work assigned by college professors is designed to improve student performance in work and in life.

The race is not to the swift, but to the sure and steady. It is important to do all the work at a high level as there are multiple opportunities for you to ensure success to yourself. The course work is also designed to benefit the various learning styles of individuals so that one skill set is not unduly emphasized beyond all others. Communication of knowledge and reasoning ability is at the core of all assignments. Do not assume that you do not have to display subject matter knowledge since the writer of this syllabus knows all the material; the essential test of your understanding is your display of knowledge of the subject coupled with the analytic and reasoning skills to be able to apply that knowledge to meaningful and reasoned solutions. Be cautioned that what at first blush seems an excellent solution will not always prove so when more deeply analyzed for logical consequences of implementation of the solution. While the Congress might be able to foist its poor results off as unintended consequences, business leaders are held accountable for poor decision making. Attempting to identify all stakeholders together with their positions (whether logical, reasoned or unreasoned) and analyzing the matter in a balanced fashion will tend to produce the most "workable" solutions.
Curriculum Vitae
Steven G. Bailey, JD, CFP®

Education and Certification:


University of Illinois, Urbana, Illinois, Ars Baccalaureate August, 1980

University of Missouri, St. Louis, St. Louis, Missouri. Post-Degree Teacher Certification, Secondary Education, Mathematics, May, 2003.


Employment:

University of Missouri, St. Louis, St. Louis, Missouri. College of Business Administration, Department of Finance and Legal Studies, Senior Lecturer: 2001 to Present. Courses Taught: Life Insurance and Employee Benefits; Principles of Insurance and Risk Management; Retirement Planning and Employee Benefits; Legal Environment of Business; Business Communications; Behavioral Issues in Investing; St. Louis Community College, Meramec Campus: Business Law I; Legal Environment of Business, 2011 to Present.


Steven G. Bailey, Attorney at Law. St. Louis, Missouri, 1995 to Present. Actively licensed in

References: Upon Request.