



SCHOOL OF BUSINESS
MOUNT ST. JOSEPH UNIVERSITY

**LEGAL ISSUES IN
ORGANIZATIONS S2-20**
Mount St. Joseph University School of Business

Course Number: LGS 625-GS/T6

Level: Graduate, Required

Credit Hours: 3

Course Meets: Tuesdays, 5:00 pm - 8:00 pm
Jan 21; Feb 11; Mar 3; Mar 24; Apr 14; May 5

Instructor Name: Georgana Taggart, J.D.
Office Location: CL 12
Office Hours: M/WF 10:00 am – 11:00 am

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COURSE DESCRIPTION: This course includes a review of various legal issues found in organizations, including employer liability, employment contracts, discrimination, hiring practices, labor relations, and regulation by administrative agencies.

COURSE OBJECTIVES: In this course, you will study the impact of the law upon business organizations. You should acquire a basic understanding of the legal issues that you might encounter in the management setting. You should be equipped with the requisite knowledge to identify potential problems and know how to prepare for, avoid, or deal with them. Upon completion of this course, you should:

- Appreciate the importance of managerial awareness of legal issues;
- Comprehend the various legal issues that confront managers, including legal background, notable cases, and developing concerns;
- Know how to take steps to prevent legal problems from arising;
- Be able to recognize and respond appropriately to incidents with legal ramifications; and
- Know when to seek legal counsel.

COURSE LEARNING OUTCOMES:

PROGRAM LEARNING OUTCOMES ASSESSED IN THIS COURSE

2 – Business Literacy: Graduates will evaluate organizational issues related to finance, accounting, economics, business law using ethical and global frameworks



2.1 Students will use a global framework to make ethical decisions about specific business problems and management situations.

2.2 Students will demonstrate relevant knowledge of the functional areas of business and apply it to complex business situations.

2.2 Assessment Procedure:

Sample: Students enrolled in LGS 625 Legal Issues in Organizations

Measure: Evaluation of case studies using rubric.

REQUIRED COURSE MATERIALS

Textbooks:

Employment Law for Business, Eighth Edition, Dawn D. Bennett-Alexander and Laura P. Hartman; McGraw-Hill Education, ISBN: 9781259722332 – **Bennett-Alexander**

We will also access some materials from these open source textbooks, which are free to access. You may read them on line or download them:

Business Law Essentials, Mirande Valbrune, Renee De Assis, Suzanne Cardell, Pub Date: 2019, Publisher: [OpenStax](https://open.stax.edu), ISBN 13: 978-1-947172-78-4 - **Valbrune**
<https://open.umn.edu/opentextbooks/textbooks/business-law-i-essentials>

Business Law and the Legal Environment, Don Mayer, Daniel M. Warner, George J. Siedel Pub Date: 2012, Publisher: Saylor Foundation - **Mayer**
<https://open.umn.edu/opentextbooks/textbooks/business-law-and-the-legal-environment>

LEARNING STRATEGIES

Type	% of Course
Lecture/Traditional Classroom	
Blended (traditional and online)	
Online	
Other: Accelerated	100 %

PERFORMANCE EVALUATION

Graduate

Description	Letter Grade	GPA Scale	Range
Excellent	A	4.0	90% - 100%
Very Good	B	3.0	80% - < 90%
Good	C	2.0	70% - < 80%
Fail	F	0	< 70%

GRADING The grade a student receives in class will be determined as follows:

Case Studies (5 at 10% each)	50%
Chapter Quizzes (5 at 10% each – drop one)	50%



PRE-ASSIGNMENT:

Read Chapters 1 and 2 in Bennett-Alexander; be prepared to discuss the Chapter-End Questions for each chapter. Some of them will be part of our in-class group exercise. You will need to identify the issue, the legal principle that applies to the case, and the way that you think the legal principle will apply to the case.

Read Chapters 1, 2, and 4 in Valbrune

Do not begin formal writing prior to our first class, when I will review the format for you. There is no assignment to hand in for the first class.

FORMAT: This class will consist of discussion during which we will explore various legal concepts and their impact upon the business world. We will then apply our knowledge through case studies. The class will be supported through the Internet by Blackboard.

STUDYING CASES: When studying the case examples in each chapter, you should identify (1) the issue that the court is deciding, (2) the rule (legal concept) that the court is applying and (3) the manner in which that rule is being applied to the issue. You might find this difficult, because the entire court opinion is not shown in your textbook; however, you should catch on pretty quickly. Don't let yourself get frustrated. Attached to this syllabus and included in Blackboard is a document entitled "Understanding Court Opinions," which is designed to help you when reading the cases.

COMMUNICATING WITH ME: I prefer texting, but it is not required. However, texting to my cell phone and email are the best ways to contact me. I will send group messages through Blackboard and Mount email. I am also willing to use your preferred email. Whenever you send me anything electronically, send a copy to yourself. This way you will have a copy of what you sent and when you sent it – for your records.

SUBMITTING WORK: Your Case Study Sets should be submitted to Blackboard. You will generally use the IRAC (Issue, Rule, Analysis, Conclusion) method to answer the Case Set questions. This method will be explained during the first class. You will be given the opportunity re-write your Case Sets in order to improve your grade. Don't get discouraged; many have to do major re-writes on their first one or two sets, but everyone catches on and should do just fine. After the first class, I will give you the Case Sets, in advance, so that you can be working on them while you are preparing your reading.

Your Chapter Quizzes will be based upon the readings in Valbrune and Mayer and my lecture material. They are open book/open notes and will be taken, online, through Blackboard.

PARTICIPATION: I expect you to participate in group discussions with your peers. As graduate students I think everyone knows, in general, what teachers are looking for in terms of participation and that what they are looking for isn't something that can be quantified – it is a quality not quantity issue. It supports the principles of the leadership program. Those principles include learning from your classmates, contributing to a positive climate, and being able to articulate both in writing and speaking your thoughts and ideas.



POLICIES

Attendance Policy: Attendance at all classes is expected. I will permit one miss; however, you will still be responsible for the material covered in that class. If you cannot attend a class meeting, please discuss this with me.

Academic Honesty: Integrity is a necessary attribute for the person who desires to become a part of the legal environment. Unlike some other professions and disciplines, we usually do quote and paraphrase the writings of others -- such as cases that support our position. The University has a policy on [Academic Honesty](#) and related procedures. In general, when paraphrasing another's ideas you should always acknowledge the source, and when copying another's exact words you should also place quotation marks around the quoted language. If you are unsure of a specific situation, please ask me.

Inclusion: I, as the instructor of this class, value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. If you feel your differences may in some way isolate you from our class community or if you have a need for any specific accommodations, please speak with me early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Incomplete Grades: A student must initiate a request for an "I" (incomplete) grade with an instructor **by the last week of classes**. Please refer to the University's [policy on Incomplete grades](#).

Disability Policy: In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, Meghann.Littrell@msj.edu). Learning Center, Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found on the disability services web page.

School Closing/Class Cancellations: I assume that you have registered your contact information with the Mount's CommunitySafe/MSJ Emergency Notification system and, therefore, will receive notification of class cancelation due to school closings. If school is open, but this class is canceled AND I have not already notified you of this fact, I will send an email



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message through the Mount's email, an email to your preferred email address, and an announcement posted on Blackboard®.

Returning Work After the End of the Semester: Your work that has not been returned will be available to you for a period of six (6) months after grades have been submitted for that semester. Any work that has not been picked up by that time will be discarded. I may retain a photocopy of your work for use as an example or for reference. If I use your work as an example, I will first advise you and obtain your permission.

DROP DATES FOR THE CURRENT SEMESTER:

Feb 14 – Last day to drop without record

Mar 27 – Last day to drop – “W” grade will be assigned

Mar 28 – No drops accepted



COURSE SCHEDULE - This schedule may be changed at the discretion of the instructor. Changes will be announced in class and through Blackboard®.)

	Date	LO*	Topics	Class Preparation & Assignments
				Pre-Assignment: nothing to hand in (see above)
1	Jan 21	2.2	Regulation of Employment The US Court System	Bennett-Alexander Chapters 1 – 2 Valbrune Chapters 1, 2 and 4 Mayer Chapter 3.2
	Feb 4			Take Quiz One online
2	Feb 11	2.2	Regulation of Employment (con't.) Overview of Employment Agency	Bennett-Alexander Chapters 3 – 4 Mayer Chapters 38 - 39
	Feb 25			Case Study Set 1 is due Take Quiz Two online
3	Mar 3	2.2	Affirmative action Race and Color National Origin Discrimination Torts and Crimes	Bennett-Alexander Chapters 5 – 7 Valbrune Chapters 5 - 6
	Mar 17			Case Study Set 2 is due Take Quiz Three online
4	Mar 24	2.2	Gender Discrimination Sexual Harassment Sexual Orientation and Gender Identity Discrimination Contracts and Sales	Bennett-Alexander Chapters 8 – 10 Valbrune Chapters 7 – 8 Mayer Chapters 8 – 19, selected sections
	Apr 7			Case Study Set 3 is due Take Quiz Four on line
5	Apr 14	2.2	Religious Discrimination Age Discrimination Disability Discrimination Intellectual Property Business Organizations	Bennett-Alexander Chapters 11 – 13 Mayer Chapter 32 Mayer Chapters 40 - 41
	Apr 28			Case Study Set 4 is due Take Quiz Five on line
6	May 5	2.2	Privacy and Management of Personal Info Labor Law Employment Benefits and Regulations Investor Protection	Bennett-Alexander Chapters 14 -16 Valbrune Chapter 10 – 13 Mayer Chapter 26 Mayer Chapters. 43 - 45
	May 12			Case Study Set 5 is due Take Quiz Six on line

*Learning Outcome