Management 330
The Legal Environment of Business
Robin Britt – crbritt@uncg.edu
Course Syllabus (Spring 2017)

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Course Number: MGT 330

Course Title: The Legal Environment of Business

Credits: 3 hours

Pre-requisites / Co-requisites

Students must have a GPA of 2.0 or above to enroll in MGT 330. There are no co-requisites.

For Whom Planned

As a 300 level law course, MGT 330 is planned for students majoring in a subject offered through the Bryan School of Business and Economics or the Department of Recreation, Tourism, and Hospitality Management. It is also for students of all majors who are interested in learning about the law and its application to business administration.

Instructor Information

Robin Britt, Jr.
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336.891.0007

I am an adjunct and therefore do not have regular office hours, so the best way to reach me is by email. I am happy to arrange for phone calls or meetings as needed.

Bulletin Description

Survey of the legal, political, and ethical environment in which business decisions are made. Antitrust, employment, and consumer laws included. Federal, state, and international laws covered.

Student Learning Outcomes

Upon completion of this course you should be able to:

1. Comprehend the basics concerning the legal, ethical, and international environment in which businesses function.
2. Know the basic operation of the courts and be able to apply real fact situations to and through the court system while formulating and evaluating possible causes of action and defenses.
3. Analyze the many ways in which business activities are affected by laws and regulations.
4. Identify and apply legal basics concerning civil law, torts, constitutional law, administrative law, contracts, product liability law, principal/agent law, employment law, antitrust law, securities law, unfair and deceptive trade practices law, landowner liability, and international law.
About UNCG and the Bryan School of Business and Economics

UNCG Faculty and Student Guidelines
Please review UNCG’s Faculty and Student Guidelines. Throughout the course, you and I must each uphold the values and expectations expressed in these guidelines.

Bryan School’s Mission Statement
In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

Bryan School’s Student Learning Goals
Each program within the Bryan School has separate learning goals as listed with the degree program. The essential components of a professional education in business (excluding the B.S. and B.A. in Economics, the B.S. in Consumer, Apparel, and Retail Studies and the B.A. in Sustainable Tourism and Hospitality) include common courses for breadth and opportunities for advanced work for depth in the various business disciplines. These core business programs share the following common learning goals:

1. Students will implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision making.
2. Students will apply appropriate ethical standards when making recommendations for business decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

About This Section of MGT 330

For Whom Planned
This particular section of MGT 330 is designed for motivated and independent learners whose learning style or life circumstances favor or necessitate independent learning on a flexible schedule. The course is rigorous, swiftly-moving and reading-intensive. It will expose you to concepts and vocabulary with which you are likely unfamiliar. Moreover, you will be working without live lectures or live Q&A with an instructor. Thus, to succeed, you will need to be self-motivated and diligent. If you prefer or need the exterior discipline imposed by a live class, lectures, and Q&A, then you will be better served by a live section of MGT 330.
**Teaching Methods and Assignments for Achieving Learning Outcomes**

**Experimental Section.** You are probably aware of this since you registered for this particular section of MGT 330, but, if not, congratulate yourself on being part of an exclusive group. As a part of an academic experiment, this section of MGT 330 was reserved exclusively for students identified by the Bryan faculty as having an advanced intellect and a superior business acumen. You made it in, so you must be something special!

Here’s how the experiment will work. Through a partnership with the UNC School of Law in Chapel Hill (the best law school in the United States) and the NC State Bar (the agency that regulates the practice of law in North Carolina), students in this section of MGT 330 have been granted a provisional law license. During this course term, the provisional license will allow you to engage in the practice of law on behalf of a variety of clients.

As you successfully manage your clients’ legal matters and complete other legal work that demonstrates your growing competency as a business lawyer, your provisional license will be expanded by a series of increased privileges. These privileges will begin with admission advantages to UNC Law and, as you demonstrate increased competency, will extend all the way to the award of a Juris Doctor (law degree). Beyond that, you will earn a permanent law license from the NC State Bar and permission to try cases in NC courts. Continued growth in your competency will earn you privileges to try cases in federal courts, up to and including the highest court in the land – the United States Supreme Court.

All of these privileges, of course, would be a huge boon to your forthcoming business career as you’ll be far more employable than your peers.¹

**Assignments.** The matters you handle and the work you complete fall into the following five categories.

1. **Small Matters.** Small matters are the daily fare for a business lawyer. After reading and preparing yourself for each matter, you will handle the matter by completing the graded activities in MindTap (an e-learning platform). These graded activities will allow for multiple (usually 2) attempts. Should you make multiple attempts on a graded activity, your highest score will be recorded. You will notice that some of the activities are ungraded. These ungraded activities are not required, but are there simply to allow you to practice.

2. **Complex Matters.** For every five to seven small matters you handle, you will encounter a complex matter that combines the topics addressed in those five to seven small matters. To handle the complex matter, you will complete an online assessment in Canvas. You will get only one attempt on complex matters and they will have an aggressive time limit. The purpose of the time limit is to incentivize preparation and to minimize the profitability of cheating. If you are well versed in the material, the time limit will not pose a problem. Thus, you will need to be fully competent before attempting each complex matter.

3. **Business Implications Analysis.** At the halfway and endpoint of the course, you will develop a professional presentation addressing the real-world business implications of a particular area of the law. More details are provided in Canvas, but you will have a choice in the topics you address and how you communicate your analyses. To succeed, you will need to be competent in the area of law, but most of the points lie in your application of the law, not your recitation of it.

¹ For you literalists out there, none of this is true. But, for the purposes of this course, we are pretending that it is.
4. **Bar Exam.** At the end of the course, you will complete an assessment that covers all of the legal topics covered in the course. You will complete the exam in Canvas in the same way as you complete complex matters – including an aggressive time limit.

5. **Proofreading Fund** – should you find an error in any of the course materials (gasp!), report it to me and I will increase your Proofreading Fund balance by one point. Errors in the textbook, syllabus, Canvas, all-class emails from me, etc. are all fair game. Feedback I offer directly to you or to a small group of students via Canvas or email, however, is not eligible for proofreading. We professional educators never make mistakes, so good luck with this one. Catch me if you can! These points are extra credit, so they do not “count against you” if you do not find any errors.

**EVALUATION AND GRADING**

**Earning Points.** Each assignment has a set number of points you can earn by successfully completing it. These points are reflected, below.

<table>
<thead>
<tr>
<th>Points Opportunity Chart</th>
<th>Max Points</th>
<th>Number of Items</th>
<th>Max Points</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Matters</td>
<td>1 - 2.42</td>
<td>98</td>
<td>200</td>
<td>20.0%</td>
</tr>
<tr>
<td>Complex Matters</td>
<td>80 - 112</td>
<td>4</td>
<td>384</td>
<td>38.4%</td>
</tr>
<tr>
<td>Business Implications Analysis</td>
<td>145</td>
<td>2</td>
<td>290</td>
<td>29.0%</td>
</tr>
<tr>
<td>Bar Exam</td>
<td>126</td>
<td>1</td>
<td>126</td>
<td>12.6%</td>
</tr>
<tr>
<td>Proofreading</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>+0.5%</td>
</tr>
</tbody>
</table>

**Earning Privileges.** The points you earn successfully handling your clients’ matters and completing the other legal work presented in this course add up to earn you privileges. Oh, and while I’m sure it doesn’t matter much to you, in case you are wondering, your points also translate into your grade for the course.

These privileges and grades are reflected on the Points, Privileges & Grades Chart on the right. In case you didn’t notice, you start at the bottom … with zero points … and an F. Sorry, but everyone has to start somewhere. Welcome to the course, Noobie!
Final Exam

The Bar Exam is the final exam for this course. It is required for all students.

Pacing / Deadlines

To preserve the flexibility of your schedule, the entire course will be available on the first day of the course term and you may work through the course at the pace you prefer. Whatever pace you choose, however, it must be fast enough to meet the deadlines for the course. These deadlines are below and are also clearly marked in Canvas. In the unlikely event that the deadlines change, the deadlines in Canvas will be the controlling deadlines.

<table>
<thead>
<tr>
<th>Section</th>
<th>Due Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Section: Foundations</td>
<td>Feb 24</td>
<td>Orientation Activities, Small Matters 01-07, Complex Matter 01</td>
</tr>
<tr>
<td>2nd Section: Commercial Environment</td>
<td>Mar 17</td>
<td>Small Matters 08-13, Complex Matter 02, Business Implications Analysis 01</td>
</tr>
<tr>
<td>3rd Section: Business &amp; Employment</td>
<td>Apr 07</td>
<td>Small Matters 14-18, Complex Matter 03</td>
</tr>
<tr>
<td>4th Section: Regulatory Environment</td>
<td>Apr 28</td>
<td>Small Matters 19-24, Complex Matter 04, Business Implications Analysis 02, Proofreading Submissions</td>
</tr>
</tbody>
</table>

Bar Exam

Know that these dates are truly deadlines. Work schedules, flat tires, delayed flights, sinus infections, eclipses and other things of the sort are not reasons to blow past a deadline. Things of this ilk are vicissitudes of life that we must push through when they happen (and they will). The best approach is to work ahead of deadlines. This leaves you time to get off work, hitchhike to the airport to catch your delayed flight and still have time to swing by the pharmacy for sinus medicine, watch the eclipse, and complete your course work before a deadline passes.

Attendance Policy

Because this is an online class completed without synchronous meetings, there is not an attendance policy. Instead, you must complete your work by the deadlines identified, above.

Materials Needed

Reliable Hardware and Internet Access – NEWS FLASH! Just in case you missed it, this is an entirely online course. That means crummy technology can create a lot of academic pain. Be sure you’ve got reliable hardware to work on and reliable Internet access. Also, be sure you’re using a browser that Canvas supports (here’s a list). Completing graded work on a cellphone that has a cracked screen over 1 bar of Wi-Fi that you’re skimming from your neighbor is a really rotten idea. Do better than that.

Textbook & MindTap Access – The textbook for this course is The Legal Environment Today by Miller/Cross (8th Edition). You will also need access for one term to MindTap Business Law – the publisher’s digital learning content repository. Here’s where you can find these:

- All-digital bundle from Cengage
- Loose-leaf hardcopy with MindTap access from UNCG
Exceptions and Accommodations

**TECHNOLOGY FAILURES – YOU ASSUME THE RISK**

You did get that news flash, right? It's all online in here. Knowing this, you assume the risk that your technology will fail and that such a failure will have academic consequences. If you have a technology problem, please refer to UNCG’s Information Technology Services page for how to get help. If the problem is with MindTap, please contact MindTap support.

**TECHNOLOGY EXCEPTIONS (MAXIMUM IS 2)**

Despite the best laid precautions, technology failures can and do occur. Recognizing that, I offer each student two Technology Exceptions wherein I will give you a short extension of time to complete work or will reset an aborted attempt in Canvas in cases where a technology failure genuinely and directly prevented you from completing the work on time.

If you have a technology failure that genuinely and directly prevents you from completing work on time, send me an email 1) identifying the work, 2) describing the technology failure, 3) explaining how your need for an exception arises from the failure, and 3) suggesting what kind / how long of an exception you need.

Please notice that the maximum number of exceptions is two. That means that, if you have a third failure, the impact that failure has on the points you earn will not be reversed, no matter how heart rending the circumstances. You are well on notice after the first two failures that you should take greater precaution. Again, working ahead of deadlines prevents many of these issues.

**MEDICAL EXCEPTIONS**

We can probably all agree that life is full of surprises, not all of which are happy or welcomed. While most of these surprises are simply vicissitudes of life that require you to be strong and push through (like the flat tire and sinus infection mentioned, above), some do create legitimate needs for an extension of time to complete your work. For the purposes of this course, there are two such unwelcomed surprises:

1. a serious illness or medical condition that prevents you from completing work on time, or
2. the death or grave hospitalization of an immediate family member that prevents you from completing work on time.

In those cases, and only those cases, I will grant you an exception to a deadline for the work that is affected, allowing you to complete the work once you are medically and emotionally fit to do so. In either of these events, please send me an email 1) identifying the work for which you need an exception, 2) an explanation of how the illness or medical condition prevented you from completing the matter, and 3) documentation substantiating that one of the two scenarios, above, did, in fact, occur.

Please notice that these are the only two situations that will justify a Medical Exception and they will be narrowly construed.

**INCLEMENT WEATHER**

If we experience severe weather, we will follow the University’s guidance as to whether to enforce or extend a deadline. The University will publish its decision on its Adverse Weather Line (336.334.4400) and/or online.
ATHLETICS

If you are a UNCG student-athlete and an athletic event will interfere with a deadline, you must complete the work in advance of the deadline. In general, you will find it much easier to manage your athletic conflicts if you work ahead.

DISABILITY

UNCG seeks to fully comply with the Americans with Disabilities Act. If you request that accommodations be made for you in this course based on a disability, register that request with the Office of Accessibility Resources & Services. That office can be reached at 215 Elliott University Center, 336.334.5440, or online.

Academic Integrity

Hopefully, you hear a lot about academic integrity. Please do not let that pass you by as mere fluff. Know that, when you are doing any graded work, the work must be your own.

Having spoken plainly, let me be more specific. You must comply with all facets of UNCG’s Academic Integrity Policy. Violations of these expectations will be prosecuted.

Even more specifically to this course, the following are academic integrity expectations for each graded activity.

- **Small Matters** – you may consult your book and notes while completing the small matters. You may also discuss with another person the course content surrounding a small matter. You may not, however, copy another person’s answers or solicit answers from another person; that would be cheating.

- **Complex Matters and Bar Exam** –
  - Before attempting a complex matter or the bar exam, you may not seek out or possess any information about the specific questions asked or answer choices contained in the matter. You may and are encouraged, however, to discuss with another person the course content a matter will address. The latter is studying. The former is cheating.
  - While working on a matter, you may not communicate with anyone regarding the matter. Nor may you use any resource other than your brain. Consulting your textbook, notes, Internet resources, or other people regarding the matter or its contents is strictly forbidden. During the matter, there is no such thing as studying – only cheating.
  - After completing a matter, you may not communicate with or aid anyone else regarding the specific questions asked or answer choices contained in the matter. You may, however, discuss the course content that the matter addresses. Again, the latter is studying. The former is cheating.

- **Business Implications Analysis** – your work on the Business Implications Analysis must be your own. You may discuss the content of the chapter with others and give/receive peer editing. You may also consult other resources to develop your understanding of the law and its real-world applications to an industry. You may not, however, plagiarize a peer’s work or outside resources. Your deliverable
must be your own thinking articulated in your own words.

- **Proofreading Fund** – you may only submit proofreading errors that you did not find yourself. Submitting errors that another student told you about or telling another student about errors you found is cheating.

## Student Study Program

Students in this course are invited to participate in the Student Study Program, a program that offers additional academic support for students enrolled in large classes that have historically proven to be exceptionally challenging. The purpose of the Student Study Program (SSP) is to provide undergraduate students with the opportunity to form collaborative study groups of up to 4 students. Students are matched by the program coordinator with other students in the same course and section number. To sign up or to learn more about the Student Study Program, visit their site. You can also contact the Coordinator of the Student Study Program at ssp@uncg.edu.

## Adjunct Professor Robin Britt, Jr.

Online courses can be tricky for people who, like me, have a unisex name. So, to remove the mystery, I am a man, not a woman. For those of you who enjoy enigma, I apologize for ruining all the fun!

That said, I am a Greensboro native and a professional educator who believes that our greatest hope for tomorrow lies in educating students – young and old – today. Thus, it is my hope that you will use the knowledge and skills you develop here at UNCG to make the world a better place. In the immortal words of Obi Wan Kenobi in Star Wars, "use your power for good, not evil."

In my years as a student (as if we ever really stop being one), I went to college at UNC Chapel Hill where I earned a Bachelor of Arts in History and a minor in Athletic Coaching. During those years, I was an active intramural participant, coached little league sports, was a member of a fraternity, and was awarded a Chancellor's Award for Contributions to the Community. After college, I worked with families in a public housing community around issues of education and poverty. Seeking to better equip myself to address those issues, I returned to UNC Chapel Hill to earn a Juris Doctor (law degree) and a Master of Business Administration.

After finishing my time at Chapel Hill, I moved back to Greensboro and worked around the edges of education. I practiced education law (primarily representing Guilford County Schools) thinking this would be a niche in which I could specialize. I quickly realized, however, that, while the clients do represent a niche, the areas of law involved are perhaps the broadest of all practice areas. It turns out that education lawyers are, by definition, jacks of all trades and masters of as many as possible. This is because public school boards are governed by the NC and US Constitutions, they are typically the largest employers and landholders in their area, they manage large construction projects, they negotiate and engage in myriad contracts for service and purchase, and, as elected officials, they are subject to election, open-meeting, and public information laws. All of this, of course, is in addition to the specific bodies of law that address the education and protection of children and their information.
During this time, I also started a nonprofit organization focused, in part, on the role technology can play in equipping pre-k teachers to teach and pre-k children to learn. To help fund this organization, I started a technology company that builds software tools for teachers to track student progress and personalize their instruction. Both of these organizations are still in operation.

These were professionally challenging endeavors, but I eventually discovered that working around the edges of education wasn't scratching my itch. The real change in the world, I realized, is incubated in public school classrooms. So, I became a full time teacher. I started at the middle school level and then moved to the elementary level. In both places, I used technology to personalize learning so that students could learn along the path and at the pace that best fit their personal characteristics and academic needs. I have since joined a team within Guilford County Schools that seeks to mainstream this approach to teaching and learning.

On the personal side, anyone who knows me agrees that I married up. (I hope each of you is as lucky as I in that regard.) My wife is a physical therapist and we have two delightful and energetic young children. They are each a varied mix of reader, writer, mathematician, scientist, historian, and athlete. They are also very attractive (a trait they got from their mother) and can be, at times, curious troublemakers (a trait they got from me!).

Not Legal Advice

Perhaps the italicized statement, below, seems obvious, but take the fact that I include it here as evidence for why you need to learn as much as possible in this class.

BE NOTIFIED that this syllabus; the content, materials, and links on Canvas; your communications with me; and any other statement or representation associated with this class do not constitute legal advice or a legal opinion. I AM NOT YOUR ATTORNEY AND WE ARE NOT IN AN ATTORNEY-CLIENT RELATIONSHIP. None of the items referenced above should be used as a substitute for the advice of your own legal counsel.