

TEXAS A&M UNIVERSITY-COMMERCE

## SYLLABUS

Spring 2018



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**Course:** MGT 301 - The Legal Environment of Business

**Time & Location:** MGT 301-01E Tuesday and Thursday 12:30 pm in BA-340 (live section)

MGT 301-02E Monday, Wednesday and Friday in BA-340 (live section)

MGT 301-01W, 02W and 03W - Online 24 – 7 (online sections)

**Instructor:** Edgar J. Garrett, Jr., JD

**Office and hours:** BA-225, by appointment

**Telephone:** (903) 886-5539

**E-mail:** [jay.garrett@tamuc.edu](mailto:jay.garrett@tamuc.edu)

**A. COURSE DESCRIPTION:** This course is a study of the legal environment of business including elements of tort and contract law, product liability, employment law and discrimination, consumer law, and the basics of the legal system, including ethics and foreign and international law.

## **B. COURSE MISSION**

1. To provide an overview of the basics of the legal system, both nationally and internationally.
2. To develop skills in working with legal materials and understanding the language of the law.
3. To provide a general understanding of the major legal issues that impact the business environment, both nationally and internationally.
4. To provide knowledge of specific basic laws which affect business structure and finance.

**C. EXPECTED STUDENT COMPETENCIES TO BE ACHIEVED IN THIS COURSE.** These are set out in the following statements:

- a. Demonstrate knowledge of the legal environment of business by an understanding of the role, nature and sources of law; the courts and alternatives for dispute resolution; international law; and the differentiation of civil and criminal law.
- b. Demonstrate an understanding of federal and state regulatory laws affecting business including administrative law; the commerce clause of the Constitution; intellectual property laws; consumer protection laws; employment laws; environmental laws; business competition laws; and discrimination laws.
- c. Demonstrate an understanding of the elements of contracts, breach of performance and remedies, and E-Commerce issues.
- d. Demonstrate the ability to define tort law; understand common torts; and explain liabilities and remedies for the breach thereof.
- e. Demonstrate the process of legal research and preparing a case brief.

Student understanding of the foregoing concepts will be tested throughout the course, viz.:

*a. Demonstrate knowledge of the legal environment of business by an understanding of the role, nature and sources of law; the courts and alternatives for dispute resolution; international law; and the differentiation of civil and criminal law.*

1. What are the major legal philosophies that have influenced the American legal system?
2. Define the doctrine of *stare decisis*.
3. Understand basic ethical systems, how they differ, and how they impact the law.
4. Understand the process of negotiation, mediation and arbitration.

5. Compare and contrast the function of trial courts and appellate courts.
6. What is the doctrine of sovereign immunity?
7. What are the most common risks of criminal liability faced by business people.

b. *Demonstrate an understanding of federal and state regulatory laws affecting business including administrative law; the commerce clause of the Constitution; intellectual property laws; consumer protection laws; employment laws; environmental laws; business competition laws; and discrimination laws.*

1. Explain the federal government's authority to regulate interstate commerce.
2. Know the major laws that protect employees in the workplace.
3. Know the protected categories under Title VII.
4. Understand the types of sexual harassment and how an organization can bring itself into compliance with the law.
5. Know an organization's obligations to the disabled under the ADA.
6. Name three unfair and deceptive practices that violate Section 5 of the Federal Trade Commission Act.

c. *Demonstrate an understanding of the elements of contracts, breach of performance and remedies, and E-Commerce issues.*

1. Know the four essential elements to make a contract enforceable.
2. Know the difference between compensatory, consequential, punitive and nominal damages.

d. *Demonstrate the ability to define tort law; understand common torts; and explain liabilities and remedies for the breach thereof.*

1. Know the essential factors necessary for a valid negligence claim.
2. Name and describe the two types of defamation.
3. Understand the concept and practice of strict liability

e. *Student understanding of the process of legal research and preparing a case brief will be assessed by the case brief assignment.*

## **D. COURSE REQUIREMENTS**

1. Readings as assigned.
2. Chapter quizzes (20% of grade)
3. Three examinations and a final (50% of grade). The final will not be comprehensive. Normally there will be no make-up exams. Exams will be graded on the following scale. 90-100=A; 80-89=B; 70-79=C; 60-69=D; Below 60=F.
4. One written case brief is due on or before **April 25th**. I will provide instructions on how to write a brief to you via email at the appropriate time. Cases will be found on the second floor of the library, in the Southwestern Reports, the Federal Supplement, and the Federal

Reports. The can also be found under the Westlaw or Lexis-Nexis databases for the library. Cases will be assigned by the instructor upon your email request following completion of the second exam. Students must report on different cases. The brief should be neatly typed (20% of grade). This course is designed to train you in the skill of critical legal thinking. As such it is imperative that you do all the reading (particularly the cases), quizzes and discussion postings. Jumping ahead would frustrate the process. The study of law is unlike any other college courses. At the outset of the course you could not yet prepare a proper case brief as you have not been seasoned with the study. Further instructions on the process will be forthcoming. Though you may request your case early on, the case brief should not be attempted until after exam 2. See the Grading Rubric in eCollege for further elucidation.

5. Class participation is required (10% of grade). Each student is required to make at least one thoughtful post for each required chapter of study along with three postings in challenge or support of the postings of other students or in rebuttal or defense of your own. Posts for readings associated with text chapters are required no later than the end of the week during which the chapter is assigned. This is the class participation component of the grade. See the Grading Rubric for discussions in eCollege for further elucidation. As a general guideline, your grade on this portion will be a function of the quality, quantity, timeliness and consistency of your posts (including your original posts and your replies to other posts) on the bulletin board. Please note the deadline for bulletin board participation in the daily schedule. Please also note that heavy activity during the last few days cannot compensate for a lack of participation during the term. Plan to participate throughout the course.

**E. TEXT:** Roger Miller, *Business Law Today*, Eleventh Edition, (South-Western, Cengage Learning 2017) Comprehensive Edition ISBN 978-1-305-57501-1

**F. OUTLINE OF COURSE.** This outline as to dates and assignments is tentative. It assumes the material will be covered at maximum speed. Exams, however, will be given as scheduled, and will cover material that has been covered in the text, in class, in discussions, in lecture notes and in power point presentations preceding each exam.

<b>Date Open/Close</b>	<b>Subject</b>	<b>Assignment</b>
Jan 16 / Jan 21	Introduction to law and the course, The Legal Environment of Business	Chapter 1 Discussion and Quiz
Jan 21 / Jan 28	Constitutional Law	Chapter 2 Discussion and Quiz
Jan 21 / Jan 28	Business Ethics	Chapter 9 Discussion and Quiz
Jan 28 / Feb 4	Courts and Alternative Dispute Resolution	Chapter 3 Discussion and Quiz
Jan 28 / Feb 4	Administrative Law	Chapter 37 Discussion and Quiz
Feb 4 / Feb 11	Exam I (Chapters 1, 2, 3, 9 and 37)	
Feb 11 / Feb 18	International Law in a Global Economy	Chapter 19 Discussion and Quiz

Feb 11 / Feb 18	Tort Law	Chapter 4 Discussion and Quiz
Feb 18 / Feb 25	Antitrust Law and Promoting Competition	Chapter 38 Discussion and Quiz
Feb 25 / Mar 4	Internet Law, Social Media and Privacy	Chapter 7 Discussion and Quiz
Feb 25 / Mar 4	Criminal Law and Cyber Crime	Chapter 8 Discussion and Quiz
Mar 4 / Mar 11	Exam II (Chapters 4, 7, 8, 19 and 38)	
Mar 18 / Mar 25	Contracts – Nature and Classification	Chapter 10 Discussion and Quiz
Mar 18 / Mar 25	Contracts - Agreement	Chapter 11 Discussion and Quiz
Mar 25 / Apr 1	Contracts - Breach and Remedies	Chapter 17 Discussion and Quiz
Apr 1 / Apr 8	Intellectual Property Rights	Chapter 6 Discussion and Quiz
Apr 8 / Apr 15	Exam III (Chapters 6, 10, 11 and 17)	
Apr 15 / Apr 22	Employment, Immigration and Labor Law	Chapter 28 Discussion and Quiz
Apr 22 / Apr 29	Employment Discrimination	Chapter 29 Discussion and Quiz
Apr 25	Case Brief	Due in Drop Box
Apr 29 / May 6	Consumer and Environmental Law	Chapter 39 Discussion and Quiz
May 6 / May 10	<b>FINAL EXAM</b> (Chapters 28,29 and 39)	

NOTE: Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the office of Advisement Services, BA 314, (903)886-5133.

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Student’s Guide Book, Policies and Procedures, conduct).

**Texas A&M University-Commerce**

**College of Business**

**Academic Dishonesty Policy**

**Statement of Ethical and Professional Conduct:**

The College of Business at Texas A&M University-Commerce faculty, staff and students will follow the highest level of ethical and professional behavior. We will strive to be recognized as a

community with legal, ethical and moral principles and to teach and practice professionalism in all that we do.

In an academic environment we will endeavor to not only teach these values but also to live them in our daily lives and work. Faculty and staff will be held to the same standards and expectations as our students.

The Academic Dishonesty Policy of the Accounting Department is governed by the following university procedures: 13.99.99.R0.03 Undergraduate Academic Dishonesty and 13.99.99.R0.10 Graduate Student Academic Dishonesty. You may read the procedure in its entirety from the University's website.

Failure to abide by these principles will result in sanctions up to and including dismissal.

**Actionable Conduct:**

**CHEATING:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance, and has not been specifically approved in advance by the instructor.

**COMPLICITY:** Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

**ABUSE AND MISUSE OF ACCESS AND UNAUTHORIZED ACCESS:** Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise.

**FABRICATION:** Making up data or results, and recording or reporting them; submitting fabricated documents.

**FALSIFICATION:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

**FORGERY:** Making a fictitious document, or altering an existing document, with the intent to deceive or gain advantage.

**MULTIPLE SUBMISSIONS:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

**PLAGIARISM:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

**SPECIAL NOTE REGARDING GROUP PROJECTS:** If someone in a group commits academic misconduct, the entire group could be held responsible for it as well. It is important to document clearly who contributes what parts to the joint project, to know what group members are doing, and how they are acquiring the material they provide.

**VIOLATION OF DEPARTMENTAL OR COLLEGE RULES:** Students may not violate any departmental or college rule relating to academic matters.

**Sanctions:**

If a student is accused of academic dishonesty, the faculty or staff member making the allegation will use Texas A&M University-Commerce and/or Texas A&M University System Policy and Procedures as appropriate to guide sanctions.

**First Offenses:**

- The most common penalty imposed by a faculty member for a first violation is an “*F*” in the course. Less severe penalties may be imposed if the circumstances warrant. Examples of lesser penalties include:
- A grade reduction for the course;
- A zero on the assignment;
- A requirement to participate in extra requirements or training;
- Some combination of these.

A second offense may result in separation (suspension or expulsion) from the University.

**Procedures:**

Once a charge of academic dishonesty has been made, the student may not drop the class until the academic dishonesty process has been completed. If a student withdraws from the University while a charge of academic dishonesty is pending, he/she will be blocked from re-enrolling until the matter is resolved using this procedure.

If the Dean of Graduate Studies or Provost Office informs the faculty or staff member that the incident is a first offense, and the student accepts responsibility for the charge, and the student and faculty or staff member agree on the penalty, assessment of the penalty concludes the disciplinary action.

If the student disagrees with the charge or any of the above penalties for a first offense, he/she is entitled to appeal in writing to the Department Head/Director, and then to the Academic Dean/Director of School. The decision of the Academic Dean/Director of School regarding the student’s appeal of a first offense is final.

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**College of Business**  
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I have read and understand the Academic Dishonesty Policy.

Print Name \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_

**Texas A&M University-Commerce**

**College of Business & Technology**

**Student Appeal of Course Grade**

(Refer to TAMU-C Procedure: 13.99.99.R0.05)

**TEXAS A&M UNIVERSITY-COMMERCE PROCEDURE**

**13.99.99. R0.05 Student’s Appeal of Instructor’s Evaluation** Effective September 1, 1996  
Revised December 15, 1999 Revised February 8, 2007 Supplements System Policy 13.02

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on: a) some basis other than performance, or b) standards different from those applied to other students in the same course section, or c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.

2. Students who believe their grade to be unfair ***must first discuss the matter with the instructor.***

3. ***If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the Department Head.*** A grade appeal must be initiated in writing with the Department Head (or Dean if the Department Head is the instructor) within six (6) months of the last day of the semester in which the grade was awarded. The Department Head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the Department Head will so inform the student and the instructor without delay.

4. If the case has merit, the Department Head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the Department Head will be guided by the principle ***the burden of proof lies with the student.***

5. The instructor or the student may appeal the Department Head's decision (with respect to findings and remedies) to the Dean of the College in which the course is offered within 30 days of the date on which the Department Head offered his or her judgment.

6. Upon receipt of an appeal, the Dean will appoint a three-person advisory committee of faculty to hear the case. The chair of the committee will be from a department other than the one offering the course in question. The two remaining committee members will be from the department offering the course. One of these faculty members may be suggested by the author of the appeal. The instructor and the student may file additional statements. The committee will review all written materials and may seek other information, as they deem appropriate. After reviewing all information, the committee will communicate their findings and suggested remedies, if any, to the Dean.

7. The Dean is the final authority on issues of fairness in course evaluation. He or she will consider the recommendations of the committee but has wide latitude in resolving the matter. The Dean too will be guided by the principle that the student must show the evaluation to have been unfair as identified in Section 1.

8. The Dean is responsible for notifying the Office of the Registrar of any decision requiring a change in records.

References: Prior ETSU Policies V C 1.1 and B-32 approved October 7, 1977; revised September 1, 1979, January 19, 1990, July 30, 1998, and December 15, 1999; Procedure A13.06

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CONTACT FOR INTERPRETATION: Provost and Vice President for Academic Affairs

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 162**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

## **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## Protocol and Grading Rubric for Discussion Posts.

Discussion postings must demonstrate an observable understanding of the cases being discussed. The understanding will be at the critical legal thinking level. Discussion postings should be a minimum of one short paragraph and a maximum of two paragraphs. Postings should be evenly made during the discussion period (not concentrated all on one day or at the beginning and/or end of the period) with 4 postings being the target. Avoid postings that are limited to “I agree” or “great idea” or “Judges were spot on in the mule skinning case”, etc. If you agree (or disagree) with the case or a posting of another student please expound as to why you agree or disagree supporting your assertion with concepts from the case or chapter or by bringing in a related example or experience. Try to use quotes from the cases or the chapter to support your posting using page numbers to cite your quotes. Build on the postings of others to create threads. Bring in related prior knowledge (work experience, readings, family experiences, etc.) Use proper etiquette (language, typing, etc.)

### Grading Rubric for Discussion Posts

Criteria	3 (Exceeds Expectations)	2 (Meets Expectations)	1 (Does Not Meet Expectations)
<b>Initial Posting</b>	Posting is well developed that fully addresses and develops all aspects and concepts of the case	Posting is adequately developed and addresses most aspects of the case; lacks full development of concepts of the case	No posting; or copies the post of another; or does not demonstrate an understanding of the case
<b>Frequency</b>	Participates 4 or more times throughout the week	Participates 2-3 times throughout the week	Participates not at all; or copies the post of another
<b>Follow-Up Posting</b>	Demonstrates analysis of other’s postings; extends meaningful discussion by building on previous postings	Elaborates on an existing posting without further comment or observation or does not enrich discussion	Posts no follow-up responses to others; or copies the post of another; or merely agrees or disagrees
<b>Content Contribution</b>	Posts factually correct, reflective and substantive contribution; invites and advances discussion	Repeats facts of case; lacks full development of concept or thought; or does not add substantive information to discussion	No post or posts information that is off-topic, incorrect, or irrelevant to discussion; or copies the post of another
<b>Clarity &amp; Mechanics</b>	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors	Contributes information to discussion with minor clarity or mechanics errors	No post or posts long, unorganized or rude content that may contain multiple errors or may be inappropriate; or copies the post of another

## Case Brief Instructions and Grading Rubric

Please note that, unlike the case you have been assigned, the cases in the text have been stripped down to a fundamental legal issue related to the chapter of study and do not contain much of the procedural aspects you may find in your case.

**DECIDE ON A FORMAT AND STICK TO IT:** Structure is essential to a good brief. It enables you to arrange systematically the related parts that are scattered throughout most cases, thus making manageable and understandable what might otherwise seem to be an endless and unfathomable sea of information. There are, of course, an unlimited number of formats that can be utilized. However, it is best to find one that suits your needs and stick to it. Consistency breeds both efficiency and the security that when called upon you will know where to look in your brief for the information you are asked to give. Be mindful that the operative word is "brief"; ideally the case brief should be about one page in length and never over two pages.

Nevertheless, it is important that a brief contain the following:

**TITLE AND VENUE:** Identify the case name and citation in the correct format.

**RULE OF LAW:** A statement of the general principle of law that the case illustrates in the form of a statement.

Determining the rule of law of a case is a procedure similar to determining the issue of the case. Avoid being fooled by red herrings; there may be a few rules of law mentioned in the case excerpt, but usually only one is the rule with which the judges are most concerned. The techniques used to locate the issue, described below, may also be utilized to find the rule of law.

**FACTS:** A synopsis of only the essential relevant facts of the case, i.e. those bearing upon or leading up to the issue. The facts entry should be a short statement of the events that led one party to initiate legal proceedings against another in the first place. While some cases conveniently state the salient facts at the beginning of the decision, in other instances they will have to be culled from hiding places throughout the text, even from concurring and dissenting opinions. Some of the "facts" will often be in dispute and should be so noted. Conflicting evidence may be briefly pointed up. It is impossible to tell what is relevant until the entire case is read, as the ultimate determination of the rights and liabilities of the parties may turn on something buried deep in the opinion. The facts entry should seldom be longer than five sentences.

**ISSUE:** A statement of the general legal question answered by or illustrated in the case (Do not attempt to delve into procedural issues; just focus on the substantive legal issue). For clarity, the issue is best put in the form of a question capable of a yes or no answer. In reality, the issue is simply the Concise Rule of Law put in the form of a question.

The major problem presented in discerning what is the issue in the case is that an opinion usually purports to raise and answer several questions. However, except for rare cases, only one such question is really the issue in the case. Collateral issues not necessary to the resolution of the matter in controversy are handled by the court by language known as obiter dictum or merely dictum. While dicta may be included later in the brief, it has no place under the issue heading.

To find the issue, the student again asks who wants what and then goes on to ask why did that party succeed or fail in getting it. Once this is determined, the "why" should be turned into a question.

Since many issues are resolved by a court in coming to a final disposition of a case, you should focus on the portion of the opinion containing the issue or issues most relevant to the area of law under scrutiny. A noted law professor gave this advice: "Look at the case key or head notes". It is also most important to remember to read the key or head notes at the beginning of a case to determine what the editors of the case reporter have gleaned from it.

**OPINION AND DECISION:** This section should succinctly explain the rationale of the court in arriving at its decision. In capsulizing the reasoning of the court, it should always include an application of the general rule or rules of law to the specific facts of the case. Hidden justifications come to light in this entry; the reasons for the state of the law, the public policies, the biases and prejudices, those considerations that influence the justices' thinking and, ultimately, the outcome of the case. At the end, there should be a short indication of the disposition or procedural resolution of the case. You may wish to put this portion of the brief in outline form.

**USE OF PRECEDENT:** You should relate how the rule of law discernible from this case compares with that derived from earlier and later cases. Where does this case fit in the series of cases which has shaped the relevant portion of the law?

**EFFECT ON BUSINESS AND SOCIETY:** You should briefly summarize the impact and effect that the ruling in the case will have on business and society.

**REMEMBER THAT THE OPERATIVE WORD IS "BRIEF".**

For further elucidation, check these links out:

<http://www.lib.jjay.cuny.edu/research/brief.html>

<http://www.uclouisiana.edu/~ras2777/civlib/casebrief.html>

<http://www.lawnerds.com/guide/briefing.html>

<http://www.uclouisiana.edu/~ras2777/adminlaw/casebrief.html>

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## Grading Rubric for Case Brief

Written Case Brief	3 (Exceeds Expectations)	2 (Meets Expectations)	1 (Does Not Meet Expectations)
<b>Identification – Heading</b>	Identifies case name and citation in correct format	Identifies case name and citation incorrectly	Incomplete/Not provided; or incorrect
<b>Issue/Legal Question</b>	Issue correctly identified and is stated in the form of a question	Issue is not completely identified	Incomplete/Not provided; or incorrect
<b>Rule/Relevant Law</b>	Rule is correctly identified and is in the form of a statement	Rule is not completely identified	Incomplete/Not provided; or incorrect
<b>Facts</b>	Includes all relevant facts and the reasoning logically connects the facts to the rule in accord with the opinion.	Does not include all key facts and reasoning; or incoherent; or is not in accord with the opinion.	Incomplete/Not provided; or incorrect
<b>Effect on Business and Society</b>	Summation of the effect of the ruling in the case on business and society	Summation incompletely or incorrectly addresses the effect and ruling.	Incomplete/Not provided; or incorrect
<b>Opinion and Decision</b>	Properly identified the vote of the court and official opinion of the court and relevant information in formulation of opinion, and summation of concurring or dissenting opinions.	Identified the official opinion of the court, incomplete mention of concurring or dissenting opinions	Incomplete/Not provided; or incorrect
<b>Use of Precedent</b>	Properly identified the cases used as precedent along with explanation of how case shapes the relevant law.	Identified some of the cases used as precedent, no explanation on shaping relevant law.	Incomplete/Not provided; or incorrect

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## COURSE GRADING RUBRIC

Criteria (Course Objectives)	3 (Exceeds Expectations)	2 (Meets Expectations)	1 (Does Not Meet Expectations)
Demonstrate knowledge of legal environment of business by an	Student demonstrates	Student demonstrates	Student does not demonstrate any

understanding of the role, nature and sources of law; courts and alternatives for dispute resolution; international law; and the differentiation of civil and criminal law.	mastery in knowledge and understanding of all aspects.	knowledge of and understanding of most aspects.	knowledge or understanding.
Demonstrate an understanding of federal and state regulatory laws affecting business including administrative law, the commerce clause of the Constitution, intellectual property laws, consumer protection laws, employment laws, environmental laws, business completion laws and discrimination laws.	Student demonstrates mastery in knowledge and understanding of all aspects.	Student demonstrates knowledge of and understanding of most aspects.	Student does not demonstrate any knowledge or understanding.
Demonstrate an understanding of the elements of contracts, breach of performance and remedies and E-Commerce issues.	Student demonstrates mastery in knowledge and understanding of all aspects.	Student demonstrates knowledge of and understanding of most aspects.	Student does not demonstrate any knowledge or understanding.
Demonstrate the ability to define tort law and understand common torts and explain liabilities and remedies.	Student demonstrates mastery in knowledge and understanding of all aspects.	Student demonstrates knowledge of and understanding of most aspects.	Student does not demonstrate any knowledge or understanding.
Demonstrate the process of researching and preparing a case brief	Student demonstrates mastery in knowledge and understanding of all aspects of the process.	Student demonstrates knowledge of and understanding of most aspects of the process.	Student does not demonstrate any knowledge or understanding of the process.