Course Description

Examines laws and regulations impacting rights and responsibilities within the employee and employer relationship. Topics include common law principles, discrimination, wage and hour law, National Labor Relations Act and other labor and employment laws. Focus is on federal laws governing employment.

Prerequisites

None

Course Textbook


Course Learning Objectives

Upon completion of this course, students should be able to:

1. Describe how the employment relationship can lead to violations of public policy.
2. Describe the purpose of Title VII of the Civil Rights Act of 1964.
3. Illustrate who is covered by Title VII and who must comply with Title VII.
4. Describe the procedure for filing an employment discrimination claim.
5. Explain the history of racial discrimination in employment in the US.
6. Identify conduct that constitutes racial discrimination in employment.
7. Distinguish between discrimination based on race and discrimination based on color.
8. Analyze how same-sex gender harassment fits the pattern for actionable sexual harassment.
10. Interpret how religion can be a bona fide occupational qualification.
11. List and describe the forms of employment testing.
12. Identify unfair labor practices under US labor laws.
14. Explain the authority of OSHA in dealing with workplace safety issues.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Objectives: each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Summaries: each unit contains an overview, or summary, of the information to be covered.
3. Reading Assignments: each unit contains reading assignments from one or more chapters from the textbook.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

6. **Unit Assessments:** Students are required to take unit assessments at the completion of each unit.

7. **Case Study:** Details are provided below.

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Legal Research and Writing**

One goal of this course is to familiarize you with the legal method of writing so that you will be able to understand basic “legalese” yourself. The textbook includes excerpts from numerous actual cases for you to review. Many discussion board questions or subjective assessment questions will be based on these cases.

While it is not necessary for you to become a proficient legal reader or writer, it would be helpful for you to be familiar with the IRAC writing process used by many judges and lawyers. This formatting progression of

- Issue
- Rule
- Application
- Conclusion

ensures that you cover relevant topics using a logical analysis method. Actually, this method can be used for any logical, problem-solving scenario!

Please review the site below. (There are many other links available as well under the key word of: IRAC legal writing.) The 15 minutes you spend now will help you understand the cases much better and help you write your own essays more effectively. [Legal Research and Writing](#)

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**Case Study**

Unit V includes a Case Study assignment. It is similar to the activities you have completed for your discussion board and subjective essays, but the deliverable (paper you submit) is more substantial. Your case study is based on a work scenario. For this scenario, pretend that you are an employee reporting to the HR Director and you are preparing a memorandum for the company president.

The memo will analyze a set of facts that occurred in your company and conclude whether your company is liable. This is a role-play assignment, which might be new to you. For the duration of this assignment, pretend that you are an HR employee reporting to the HR Director. He/she has asked you to do a legal analysis and come to a conclusion about possible liability for your company given the specific fact scenario (which you invent). Play the role all the way through your memo, just as if you were actually providing the requested report of this incident to the HR Director.

There are several cases listed at the ends of the chapters. (Chapter 12: pp. 398-400, Chapter 13: pp. 433-435) Choose one case as the basis for your assignment. Please choose a chapter and case that is interesting to you.

Look up the case on the Internet and read about it. You will come back to the case later for the writing part of the assignment. Be sure you understand the important facts of the case and why (or why not) liability was found in that case.

Pretend that a scenario “similar” to the case you chose has arisen in your company. You will have to invent a specific factual scenario! Use your imagination! Make it similar, but different, from the one you chose. As a matter of fact, to make the assignment more interesting, create a set of facts that do not arise to the level of whichever kind of liability (or cause of action) occurred in the case you chose from the book. Create a set of facts that are similar to liability but do not create a prima facie case. (Yes, I know I said it three times, but I wanted to be sure you understand what I mean.)

The HR Director has asked you to prepare a memorandum outlining the legal issues and outlining a recommendation.

Rather than a scholarly paper format, please use a technical writing format.
Here is a list of grading features for your memo:

- Use standard memorandum format. (If you are unfamiliar with memo format, please look on the Internet using the key words “memo format” and choose any of the generally accepted formats. Be sure to put the term “Memorandum” at the top!)
- Use these paragraph “headings” for your content:
  - Background (invented summary of the factual situation in your company),
  - Issue (statement of the primary relevant legal issue; use a format similar to: “The issue is ‘whether’ such and such actions constitute such and such discrimination.”),
  - Rule (statement of the status of the law in regard to that type of harassment),
  - Application (see paragraphs below for additional explanation),
  - Conclusion (statement of the way you believe your company's pretend scenario will be resolved based on your research of other cases),
  - Recommendation (make a firm recommendation to the President regarding the best resolution in this case and a method of preventing such a situation from occurring in the future),
  - References (Include at least three source citations for your paper: probably your textbook, the actual case, and a statute or other case).

- The memo should not be over three double-spaced pages in length, excluding the references. You will have to be concise in what you say! (Yes, I know that memos are supposed to be short and single-spaced, but this specific assignment fits the memo format very well so we will use it.)

Hints for the application section:

- The application section will contain two parts. Begin by analyzing the case you chose from the textbook. Use the same IRAC method of analysis, and provide a short analysis of that case. Make a single big paragraph (or possibly two) of text about the case; write the information in IRAC order but without the paragraph headings you will use for the main memo. Be sure to include quotations and/or citations from the case to show why it was decided the way it was. (You will base your result in the “new” (invented) case on the reasoning used in this case from the book.)
- After analyzing the case from the book, apply the same factual analysis and the same law to your specific, invented, factual situation. Be sure to give specific details about why the case from the book was discrimination and why yours is not. Explain why those facts in the book case would not be applicable to your particular fact situation. (In other words, explain clearly why your case does not meet the requirements for a prima facie case.) Yes, I know I explained it three times again!
- The application section is the most important section of your memo because this is where you “make or break” your case! In the real world, you might get an attorney’s opinion, but it is important that you know how to do this analysis process yourself as well so you can make conclusions about some situations without contacting a lawyer each time.
- This assignment is worth 20% of your grade.

To submit your completed assignment upload it using the “Case Study” link located in Unit V. After you click the Browse button and select your file, be sure to click the Attach button to attach your file. Then click the Submit button. Do not e-mail your paper directly to your professor. By uploading your assignment directly into Blackboard, your university record will automatically be updated to indicate you have submitted your paper and the paper will be provided to your professor for grading.

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.
CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students. Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours. Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Board (8 @ 2%) = 16%
Unit Assessments (8 @ 8%) = 64%
Case Study = 20%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  
**Introduction to Employment Law**

**Review:**  
- [ ] Unit Study Guide

**Read:**  
- [ ] Chapter 1: Overview of Employment Law  
- [ ] Chapter 2: The Employment Relationship  
- [ ] Chapter 3: Overview of Employment Discrimination

**Discuss:**  
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)

**Submit:**  
- [ ] Assessment by Tuesday, Midnight (Central Time)

### Unit II  
**The Hiring Process**

**Review:**  
- [ ] Unit Study Guide

**Read:**  
- [ ] Chapter 4: Recruitment, Applications, and Interviews  
- [ ] Chapter 5: Background Checks, References, and Verifying Employment Eligibility  
- [ ] Chapter 6: Employment Testing  
- [ ] Chapter 7: Hiring and Promotion Decisions

**Discuss:**  
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**  
- [ ] Assessment by Tuesday, Midnight (Central Time)

### Unit III  
**Managing a Diverse Workforce, Part I**

**Review:**  
- [ ] Unit Study Guide

**Read:**  
- [ ] Chapter 8: Affirmative Action  
- [ ] Chapter 9: Harassment

**Discuss:**  
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**  
- [ ] Assessment by Tuesday, Midnight (Central Time)

Notes/Goals:
### Unit IV: Managing a Diverse Workforce, Part II

**Review:**  
- Unit Study Guide

**Read:**  
- Chapter 10: Reasonably Accommodating Disability and Religion
- Chapter 11: Work-Life Conflicts and Other Diversity Issues

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**  
- Assessment by Tuesday, Midnight (Central Time)

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### Unit V: Pay and Benefits

**Review:**  
- Unit Study Guide

**Read:**  
- Chapter 12: Wages, Hours, and Pay Equity
- Chapter 13: Benefits

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**  
- Assessment by Tuesday, Midnight (Central Time)
- Case Study by Tuesday, Midnight (Central Time)

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### Unit VI: Terms and Conditions of Employment

**Review:**  
- Unit Study Guide

**Read:**  
- Chapter 14: Unions and Collective Bargaining
- Chapter 15: Occupational Safety and Health

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**  
- Assessment by Tuesday, Midnight (Central Time)

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