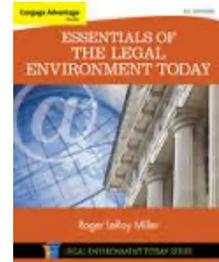


LEGAL AND REGULATORY ENVIRONMENT OF BUSINESS (BUS-200)
WRITING INTENSIVE CLASS

SYLLABUS

Instructor: Christine Schnarr Chiarello, Esq.
Office: BB 319 / Campus Barnes & Noble
Email: - via Canvas
- christine@cnsclaw.com
- Christine.Chiarello@tcnj.edu (*checked periodically*)
Cell: 908.552.8287
Office Hours: Tuesday and Friday by appointment



Required Materials:

- Miller, Roger LeRoy, Essentials of the Legal Environment (5th Ed. / book or binder)
- Carney, Scott, The Red Market (2011) ISBN-13: 978-0061936463
- *Hot Coffee*, Dir. Susan Saladoff, HBO, Film (2011)
- Articles & cases made available on Canvas
- "Grammarly" app
- "Zoom" app and internet access

Optional Materials:

- Blake, Gary & Bly, Robert, The Elements of Business Writing
- Lipson, Charles, Doing Honest Work in College (2nd Ed.)

Course Description:

An examination of the legal environment of business, particularly as it relates to the competing interests of a business' various stakeholders. We will focus on current events, the lawmaking process, public policy issues, business ethics, and the role and functioning of the corporation. Grades will be based primarily on three writing assignments and on participation. This is a sophomore-level School of Business writing course.

*If you are struggling or experience violence, there are resources to assist you.
These include those set out on Attachment 1 to this Syllabus.*

This syllabus is provided pursuant to TCNJ Policy No. II.3.42.

I. OVERVIEW

This writing intensive course focuses on the legal and regulatory environment within which businesses operate. You will review the U.S. legal structure, learn key legal concepts relevant to business operations, and analyze how these concepts apply in today's domestic and international arenas. As a writing intensive class, you will also practice the written communication of research, ideas, arguments, and conclusions, and will hone grammatical skills. The majority of your grade will be based on your written submissions.

Primary learning tools will include (i) professor-led discourse based on the Miller textbook, (ii) individual and group analysis of current events, including the issues presented in the Carney book and developments reported in news sources, (iii) guided, then independent, case briefing based on classroom handouts, and (iv) three major essay assignments. These activities will develop your critical thinking skills, which are the foundation of learning. Critical thinking enables you to view the multiple sides of any given issue, to assess the relative weight of different positions, to use facts to clearly make decisions, and to provide useful information to your peers, employers, and of course, professors.

As we progress through the material, you will see that the law is not a set of written rules to be memorized; rather, there is significant grey space hinging on the specific wording of a law, context, perspective, and even political agenda. There is typically much room for debate and disagreement. Accordingly, in addition to reviewing the U.S. legal structure and learning basic legal principles, we will examine and question the reasons for rules and think critically about the application of the law in a variety of business situations. As we explore legal issues, you will work to develop your ability to assess the relative strengths of different arguments and to advance your own position using research and logical, fact-based argument.

Consistent with the TCNJ course structure of 4-credit units, this course includes the "4th hour" of student engagement in the following manner:

- Significant outside class reading assignments and analysis of legal cases;
- A group project, including group meetings and research, conducted in consultation with the professor; and/or
- Individual and group meetings with professor to review and edit students' written work.

II. LEARNING OUTCOMES

At the conclusion of this course, you should be able to:

- Understand the structure of the U.S. legal system (including the distinction between civil and criminal) and describe the role each government entity has in the law;
- Identify corporate stakeholders and describe how corporate conduct affects them;
- Recognize the individual's and the organization's ethical responsibilities, and to differentiate those responsibilities from, or translate them into, legal responsibilities;

- Extract from a written court opinion, news article or other written document the key facts, issues and reasoning;
- Voice an opinion (thesis statement), present research, and support arguments clearly and cohesively in writing.

In addition, your written work should evidence improvement in overall technical writing skills, including grammar and format.

III. REQUIRED MATERIALS

The primary text for this course is Miller, Essentials of the Legal Environment (5th Edition / book or binder series). It provides material to help you (i) understand the basic concepts underlying law and regulation, (ii) identify corporate stakeholders and define their interests, and (iii) analyze whether conduct in a given situation is ethical or unethical, and legal or illegal. **You must purchase this book immediately.** You do not need online access (“access code”).

Scott Carney’s book The Red Market is an intriguing account of the global trade in human bodies and parts, including organs, blood and children. The book explores the interplay between government and industry, and illustrates how opportunistic industry seeks to find loopholes in the law. You may wait to purchase this book – see Course Schedule below.

Director Susan Saladoff’s documentary Hot Coffee explores whether justice is truly being served in America’s court system. The movie takes its title from the infamous lawsuit filed by Stella Liebeck against McDonald’s after she spilled hot coffee in her lap in a car. It challenges the version of this story, and others like it, that we were given by the media. This movie can be rented from online sources when needed – see Course Schedule below.

The additional readings handed out in class or made available electronically, such as court cases and news articles, contain supplemental information and skill enhancement opportunity. They will provide bases for class debates, presentations and exams, and knowledge that may further your future careers. Download these from Canvas – see Course Schedule below.

To support your written work, download the “Grammarly” app onto your computer. The free version is sufficient, although the paid version is excellent. Visit <https://www.grammarly.com>. **Run each draft of your papers through Grammarly before submitting.**

IV. COURSE WORK

You will be graded in each of the following categories:

- Participation (30%)

Your participation in this course matters and is valued. This course will utilize live Zoom sessions. If you do not have access to the necessary equipment for this course, TCNJ can provide it for you for the semester. Please contact care@tcnj.edu to help you secure the needed technology free of charge. This is a confidential process. However, if you need

assistance in this process, please let me know. Also, the Accessibility Resource Center (ARC) is available to help facilitate the removal of barriers and to ensure reasonable accommodations if needed. For more information about ARC, please visit: <https://arc.tcnj.edu/>. If you have technology issues or needs during the semester, please contact the IT Helpdesk at 609-771-2660 or helpdesk@tcnj.edu.

Participation is a significant percentage of your final grade and should not be taken lightly. Your participation grade is based on the following:

- **Homework Completion (10%)**

Because this is a writing intensive class, you will be required to complete short written homework assignments for every class. These are assigned in advance through Canvas. You should type your homework, upload it onto Canvas by the stated due date and time, and have access to a copy for class discussion. A properly completed homework assignment turned in on time will be awarded three points. One point will be deducted for late work. Another point will be deducted for assignments that are poorly written. Homework that indicates you did not read the material or that does not show a reasonable level of effort will receive a zero.

- **Lecture Contribution (10%)**

I expect you to make meaningful contributions to classroom discussion showing that you grasp the key concepts of the day's material. In order to receive an "A" equivalent for classroom contribution, you must be prepared when I call on you, and you must *volunteer answers / questions each class*. If you do not understand a concept, that's fine – ask about it in class. Others may not understand either, so questions are just as good as answers in terms of participation. You should not leave a class confused about the day's material. That said, questions should be relevant and substantive. You will receive a lecture discussion grade for each half of the semester, each worth 5% of your total grade.

- **Grammar Worksheets (5%)**

You will complete a grammar worksheet at the beginning of most classes. These sheets are designed to help you improve your technical writing skills by identifying areas that you need to develop. You do not need to study to complete these worksheets – the relevant grammar rules will be provided in the worksheet. You are expected to absorb and use the information to improve your papers.

- **Harkness Discussions (2.5%)**

We will learn how to hold a "Harkness" discussion. The Harkness is designed to simulate real word meeting expectations and experiences. You must contribute, but not overcontribute. Your comments should add value to the discussion. The class is graded as a group; however, those who do not contribute and those who dominate or make inappropriate comments will be marked down. If you are not present on a scheduled Harkness day, you will receive a zero.

- **Presentations (2.5%)**

You will present your research and analyses from Paper 2 and Paper 3 to the class. These are informal and short (4 minutes). Your goal is to convey the maximum amount of information in the fewest words and shortest time. **If you are not present on a scheduled presentation day, you will receive a zero.** In my discretion, I may allow make-ups if your absence was for good reason.

- **Attendance**

You must be on time and stay until dismissal in order to be deemed present. Although attendance is not technically mandatory, it is impossible to earn a passing participation grade without regular attendance. Accordingly, **you need not notify me in advance of the occasional absence (e.g., illness, car trouble, etc.). Even if you notify me, such an absence will not be "excused."** A couple absences will not, in and of themselves, affect your final grade. Please discuss with me in advance any absences unusual in nature or duration. As per TCNJ Policy No. II.3.21, it is your responsibility to initiate discussion with me about making up missed work (to the extent it can be made up).

For further detail, refer to the Participation Rubric provided in Canvas. Participation constitutes 30% of your final grade.

- **Introductory Exercise: Hot Coffee Essay (5%)**

You will watch the documentary film, Hot Coffee, and write a brief essay (2 pages text) detailing three things that you learned from the film. No additional research is required. More detailed instructions on the assignment will be provided in class and/or via Canvas. This assignment will be due as per the Course Schedule below. The Hot Coffee Essay constitutes 5% of your final grade.

- **Paper #1: News Article Analysis (10%)**

You will select a current business law-related news story from a major newspaper and write a thoughtful report (1 page outline + 3-4 pages text) summarizing and analyzing the reported-on event/situation. This paper is not a thesis paper. You should be informing your reader about the event/situation and analyzing the article's biases/sources, not arguing a substantive position for/against the event/situation. As part of your analysis, you will discuss how the event/situation resides within the relevant legal framework, which will likely require additional research. The Miller textbook should be your first resource for this research. More detailed instructions on the assignment will be provided in class and/or via Canvas. This assignment will be due as per the Course Schedule below. You will receive feedback on this paper and must resubmit an improved version. Paper #1 constitutes 10% of your final grade, half allocated to the initial submission, half allocated to the post-instructor review submission.

- **Paper #2: "Red Market" Position Paper (15%)**

You will use the Carney book as a platform for writing a position paper (outline + 5-6 pages text) that addresses a regulatory or legal question relating to aspects of the human body

industry described in the book. Additional research will likely be required, but your first resource should be the Miller textbook. You will closely read the book and use it as a starting point for thinking about the role of law, litigation, and government policy in relation to the human body industry in the United States. In class, we will brainstorm theses for this paper. Your paper must analyze the relevant issues and advocate a point of view using persuasive argument. We will spend time in class learning about how to argue persuasively using facts, quotes, and other details from the book, as well as reasoned analysis and discounting of opposing viewpoints. More detailed instructions on the assignment will be provided in class and/or via Canvas. Your assignment will be due as per the Course Schedule below. You will receive feedback on this paper and must resubmit an improved version. Paper #2 constitutes 15% of your final grade, half allocated to the initial submission, half allocated to the post-instructor review submission.

- **Paper #3: Business Law Thesis Paper (20%)**

You will write an independently researched thesis paper (outline + 6-8 pages text) discussing a current business law issue of your choice. The issue can come from the Miller textbook, current news, or other class material. I will provide guidance on issues that would be suitable for research for this paper. You will be required to develop a thesis on your selected dilemma, and support your argument by describing and discussing the law and policy in question, analyzing the issue and alternative solutions, and supporting your view with citations to at least four relevant outside sources. These sources should generally be peer-reviewed journal articles on law, policy and justice, actual laws and regulations, and court cases. Google and Wikipedia information will not be sufficient sources for this paper. A thesis, outline, and/or draft(s) for this paper will be due prior to final submission. You will receive feedback on this paper and must resubmit an improved version. The paper will be due on the last day of class. Paper #3 constitutes 20% of your final grade, half allocated to the initial submission, half allocated to the post- instructor review submission.

- **Midterm and Final Exams (20%)**

There will be a midterm exam about half-way through the semester (see Course Schedule) and a final exam during the period designated by TCNJ for finals. The midterm exam will cover course material through the date of the midterm; the final exam will cover course material following the midterm exam through the date of the final exam. Each exam constitutes 10% of your final grade; together they constitute 20% of your final grade. Paper #3 and the final exam together comprise your “final evaluation” in accordance with TCNJ Policy No. II.1.13, and together constitute 30% of your final grade.

V. GRADING

The TCNJ School of Business Writing Policy asserts that writing is a fundamental business skill. Because of this, your grade for each assignment will reflect, among other things, your ability to write, even for assignments with minimum writing. The responsibility to write well is yours – refer to Section VI below. My responsibility is to hold you accountable for how well you write. Poor writing will be reflected in your final grade. **Refer to Attachment 2 for a writing rubric.**

All grading is done using a percentage scale pursuant to TCNJ standards. The percentage scale is converted to a letter grade at the end of the semester, as follows:

| | | | | | |
|----------|----------|----------|----------|----------|-------|
| A 92-100 | B+ 88-89 | B- 80-81 | C 72-77 | D+ 68-69 | |
| A- 90-91 | B 82-87 | C+ 78-79 | C- 70-71 | D 60-67 | F >59 |

The following is intended to give general guidance on the standards for each letter grade in written work; more specific rubrics are available on Canvas:

- “A” Able to understand and, where appropriate, summarize relevant facts correctly. Complete understanding of law and legal issues contained in the case or problem. Excellent analysis of issues, evidence of quality outside research (where appropriate), sound reasoning, and properly argued conclusions. Paper is extremely well written in standard business prose, with few (if any) mistakes of grammar, spelling, or punctuation. Sources are properly documented and paper is properly formatted.
- “B” Able to understand and, where appropriate, summarize most relevant facts correctly. Good understanding of law and legal issues contained in the case or problem. Reasonable analysis of issues, evidence of some outside research (where appropriate), generally sound reasoning and conclusions. Paper is well written in standard business prose, with minor mistakes in grammar, spelling, and punctuation. Overall, sources are properly documented and paper is properly formatted.
- “C” Able to understand and, where appropriate, summarize some relevant facts. Some understanding of law and legal issues contained in the case or problem. Fairly brief analysis of issues, little evidence of research (where appropriate), basic reasoning and some conclusions. Paper is comprehensible although there are mistakes in grammar, spelling, and punctuation that could not be remedied by use of Grammarly or a similar app. Sources are not properly documented and/or paper is not properly formatted, although some attempt has been made to do so.
- “D” Facts poorly understood and, where summarization is required, either over- or under-summarized. Little understanding of law and legal issues contained in the case or problem. Independent analysis of issues is minimal, little if any evidence of research (where appropriate), inaccurate reasoning and conclusions. Numerous mistakes in grammar, spelling, and punctuation. No sources are provided and/or paper is improperly formatted.
- “F” Work is poorly completed or not completed at all.

In written assignments, substantive content and technical writing skills each account for approximately 50% of the total grade. As a result, a well-researched and well-argued paper will receive a low grade if it is full of mechanical errors. Likewise, a poorly reasoned paper will receive a better grade than might be expected if it is mechanically well-written.

GRADES ARE NOT NEGOTIABLE ABSENT MANIFEST ERROR.

VI. HELP WITH YOUR WRITING

We will spend time each class on writing. This will include taking and reviewing the grammar worksheets mentioned above, discussing examples – both good and bad -- of student work on an anonymous basis, hearing from The Writer's Place guest speakers, and examining what makes a paper effective. We will discuss and model developing a thesis and argument and practice editing. We will also discuss common errors and weaknesses and how to correct them.

You are welcome to schedule an office visit to discuss your working draft on any assignment. If you would like me to review a draft and provide comments by email, you must submit it to me at least three days (excluding weekends) before it is due. Our communications will be designed to provide you with both specific editorial suggestions as well as conceptual guidance so that you can improve your written work.

For each of the three main writing assignments, you are required to submit your paper to me for review and comment. You must then improve your paper based on feedback received and resubmit it. **Failure to (1) submit a complete, well-edited, proof-read paper for my review and (2) improve and resubmit your paper subsequently will result in a grade of zero on each relevant assignment.**

If I read your written work and decide that you need help with the mechanics of your writing beyond the material that will be covered in class, I will require you to go to The Writer's Place (<http://tutoringcenter.pages.tcnj.edu/humanities/writers-place/>). You will need to make an appointment to see a Writer's Place tutor and **include your copy of the tutor's meeting notes with your assignment when you hand it in. Failure to do so will result in a grade of zero on the relevant assignment.**

VII. GROUND RULES

- **Honest Work**

I do not tolerate plagiarism or any other form of cheating. You are required to read and follow TCNJ's rules prohibiting plagiarism and other violations of academic integrity as per TCNJ Policy No. II.1.1.

All written submissions are run through TurnItIn. Plagiarism will result in a grade of zero for the assignment. To be clear, **where the assignment is "homework," the entire homework grade for the semester may be assigned a zero in my discretion.**

Unless it is a group assignment, all written work (including homework) is to be your individual effort. **Any suspected collaboration will be prosecuted under TCNJ's policy on cheating, will result in a grade of zero for the assignment, and may result in additional work. If you are overloaded, simply ask for an extension instead of cheating!!!**

Any student caught cheating on an exam will be asked to leave the exam, will be prosecuted under TCNJ's policy on academic integrity, and will receive a grade of zero on the exam.

- Communication

I typically use Canvas for both general student correspondence and to provide access to supplemental materials such as articles, rubrics, etc. You are responsible for checking Canvas on a regular basis. While I check Canvas regularly, it is not my primary email account. If you have an immediate need or concern, email me at Christine@cnsclaw.com or text me at 908-552-8287. I do not check my TCNJ.edu email account daily; responses to questions or concerns that you email to that address may be delayed.

- Preparation

In order to benefit from class, it is extremely important that you come prepared to participate fully in class discussions. You should read the assigned material and answered any required questions before the scheduled class. You are responsible for understanding all the concepts and applications contained in the text, even if we have not discussed them in class.

- Classroom Conduct

Class begins on time and does not end until you are dismissed. Absent an emergency or my permission granted prior to class, *the use of cell phones, including to access homework, is not permitted during class. Cell phones are to be turned off and put away as soon as discussion begins.* You will lose between one and five points from your final course grade, in my discretion, for each infraction.

- Exams

Plan to take exams on the scheduled date. In my discretion, I may permit make-up exams for good reason. Exam conflicts must be communicated prior to the exam date. TCNJ's final examination policy is available on the web: <http://recreg.pages.tcnj.edu/269-2/>.

- Submissions

All homework and papers must be uploaded onto Canvas in an editable form (i.e., not in PDF) by the due date and time indicated in the relevant Canvas "assignment" post. In general, you do not need hand in a print-out of any homework, but you must have a copy available to refer to during class discussion. This copy should be on paper, a laptop or a tablet – not on a cellphone. *If the Course Schedule (Section IX) states "BRING IN", then, in addition to uploading, you must print out a copy BEFORE CLASS, physically bring it in, and turn it in.* Assignments and papers that are not uploaded and physically submitted as required will be deemed late.

I will not accept writing assignments that are submitted either late or other than via Canvas without prior discussion and permission. If I agree to accept a late writing assignment, the grade may be lowered by one full letter grade for each day (including Saturday and Sunday) that the assignment is late, in my discretion.

Any student who, without valid excuse (pre-approved where possible), fails to timely submit any one of the three main writing assignments will fail the entire course.

- **Requirements for Papers**

Refer to the rubric at Attachment 2 for detailed information regarding standards for papers. Papers must be formatted as follows:

- one-inch margins on all sides
- double-spaced, **without extra lines between paragraphs**
- Times New Roman, Calibri, or Arial font in 12 point dpi
- **page numbers** on all pages, except the first page if desired
- first page heading in upper left corner stating your PAWS number, prof/class/section, and the date – **single spaced, max 3 lines**
- **title**, centered above first paragraph, without extra lines after
- APA or MLA citations, as you prefer

Your first submission of each of the three main writing assignments should **incorporate headers** for each section / paragraph in keeping with the provided outline. These headers may be deleted in the “improved” submission if you wish.

Your “improved” submission of each of the three main writing assignments should be a “marked”, “track changes” or “redlined” version. We will discuss how to do this in class.

For each of the three main writing assignments, you can receive a maximum grade increase of 5% from the first submission to the second “improved” submission. In other words, if you receive an 82% on the first submission of Paper 2, you can receive up to an 87% on the “improved” submission. If your first submission is completely off the mark, I may, in my discretion, allow you to resubmit your first submission so as to enable a higher grade on your “improved” submission.

VIII. **COLLEGE POLICIES**

I have read and agree to adhere to the policies covered in Attachment 3 to this Syllabus; likewise, you are responsible for reading and complying with these policies.

IX. **COURSE SCHEDULE**

A class-by-class schedule for our course is available in Canvas. It is a working outline. For any number of reasons, including inclement weather, our scheduled activities may change. It is your responsibility to make note of (or obtain, if absent) any changes to assignments, readings, or due dates announced in class. **If you have questions about assignments, refer to the course schedule before contacting me.**

If you have questions about this class, refer to this Syllabus before contacting me.

Attachment 1

Select Resources on Campus

Accessibility Resource Center - <https://arc.tcnj.edu/>

Alcohol and Drug Education Programs (ADEP) - <https://adep.tcnj.edu/>

AmIOK - (609) 270-4524 (24/7 confidential hotline) & <https://linktr.ee/amioktcnj>)

Anti-Violence Initiatives (AVI) - <https://oavi.tcnj.edu/>

Mental Health Services - <https://mhs.tcnj.edu/>

Student Health Services - <https://health.tcnj.edu/>

TCNJ Cares - <https://tcnjcares.tcnj.edu/>

Title IX and Sexual Misconduct - <https://titleix.tcnj.edu/> (Links to an external site.)

Writer's Place - <http://tutoringcenter.pages.tcnj.edu/humanities/writers-place/>

Attachment 2 Writing Rubric

Critical Writing Assessment

Prof. Chiarello BUS200

| | Mastery | Exceeds Expectations | Meets Expectations | Needs Improvement | Unacceptable |
|--|--|---|---|--|--|
| Intellectual Ambition | You have crafted a compelling, original argument. | You have identified an original argument and begun to analyze it. | You have introduced an original idea. | You have not introduced an original argument. | There is no attempt to introduce an original argument. |
| Project Content | You analyze intriguing examples and evidence. | You discuss some interesting examples and evidence. | You mention some interesting examples and evidence. | You do not provide any interesting examples or evidence. | There are hardly any examples or evidence at all. |
| Evidence and Research | Your project is supported by a variety of strong, properly cited evidence. Your claims are backed up by research and evidence. | You do a good job of providing evidence, although there are several claims you make that need stronger support. | You use evidence well in some ways, but there is room for improvement. Remember to use evidence as a key part of your argument. | You need to use evidence more effectively to support your project. | You should review the assignment instructions. |
| Attention to Audience | You have done an outstanding job developing and executing a project for your audience (peers and instructor). | Overall, you've done good work to develop a project that is appropriate for your audience (peers and instructor). | Greater attention to and understanding of your audience would help you improve this project. | This project demonstrates very little awareness of your audience. | This doesn't appear to be written for any audience at all. |
| Document Design | You use design elements (white space, font, formatting) effectively to create a professional-looking document. | The document does exhibit design problems, but more use could have been made of white space and other techniques. | The document is cleanly presented, but its appearance could be improved. | The document has a kind of amateurish, unprofessional look to it. The design is actually a little confusing. | The document is sloppy and unprofessional in appearance. |
| Writing: Grammar, Style, and Organization | Your writing is concise and clear, as well as mechanically correct. Excellent work. | For the most part, your writing is concise and clear, as well as mechanically correct. | Sometimes your writing is not clear. You rely too heavily on filler words. Your paper contains mechanical errors. | Your writing needs improvement to communicate your ideas successfully. Your mechanics need improvement. | The document contains many errors. A reader will consistently have difficulty understanding. |

©2010 Waypoint Outcomes. All rights reserved. *EDITED BY C. CHIARELLO*
This rubric may be reproduced and edited for educational purposes provided the copyright notice is maintained.

| | |
|--|---|
| <p>Assignment Errors Checklist</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Paper does reflect the outline template provided. <input type="checkbox"/> Paper does not meet the page length requirement for this assignment. <input type="checkbox"/> Paper uses first person (not permitted for any assignment other than the Hot Coffee essay). <input type="checkbox"/> This submission does not appear to reflect your best effort. It this is your best effort, please visit The Writer's Place. |
| <p>Evidence and Research Errors Checklist</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Thesis does not reference your three main arguments. <input type="checkbox"/> Arguments do not reflect or follow your thesis statement. <input type="checkbox"/> Assertions are not clear. Interpret the evidence you present to your reader to tie to your thesis. <input type="checkbox"/> Arguments rely on unstated assumptions or information. Make sure the reader has all the information needed to understand the context, problem and arguments. <input type="checkbox"/> You summarize evidence rather than analyzing it and using it in the context of your argument. <input type="checkbox"/> You do not argue, but instead string together opinions. <input type="checkbox"/> You do not draw on enough focused/specific evidence. <input type="checkbox"/> I find problems with the logic of your argument (e.g., logical fallacies, significant logic gaps). <input type="checkbox"/> You need to use more direct quotes to support your analysis. <input type="checkbox"/> You are quoting too much in your writing. Write your own paper; do not rely on quotes to write it for you. <input type="checkbox"/> You do not include the required sources and/or your sources are not of sufficient quality. <input type="checkbox"/> You rely too heavily on anecdotal or off-topic evidence. <input type="checkbox"/> You must anchor your quotes more effectively (e.g., "quote sandwich"). <input type="checkbox"/> You use quotations, specific information, statistics, diagrams and/or visuals, but do not include citations. <input type="checkbox"/> In-text citations are not placed and/or formatted properly. <input type="checkbox"/> Websites and e-sources are not cited effectively. <input type="checkbox"/> No / incomplete Works Cited page. |
| <p>Grammar and Mechanics Errors Checklist</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Paper contains mechanical errors (capitalization, spelling, punctuation, etc.) that could have been caught by Grammarly. <input type="checkbox"/> Inadequate proofreading. <input type="checkbox"/> Overuse of passive voice. <input type="checkbox"/> Reliance on "there are" statements. <input type="checkbox"/> Overuse of non-substantive filler words. <input type="checkbox"/> Problems with comma usage. <input type="checkbox"/> Problems with hyphens. <input type="checkbox"/> Problems with sentence fragments. <input type="checkbox"/> Problems with run-on sentences (fused sentences and/or comma splices) <input type="checkbox"/> Problems with semicolons (:). <input type="checkbox"/> Problems with the possessives. <input type="checkbox"/> Problems with ambiguous pronouns. <input type="checkbox"/> Problems with pronoun-antecedent agreement. |

©2010 Waypoint Outcomes. All rights reserved. *EDITED BY C. CHIARELLO*
 This rubric may be reproduced and edited for educational purposes provided the copyright notice is maintained.

| | |
|--|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Problems with subject-verb agreement. <input type="checkbox"/> Problems with verb tense. <input type="checkbox"/> Problems with parallel drafting (lists). <input type="checkbox"/> Problems with dangling participles (rotting brothers). <input type="checkbox"/> Problems with parallel drafting (lists). <input type="checkbox"/> Problems with inconsistent / incorrect number usage. <input type="checkbox"/> Legal case names not italicized. <input type="checkbox"/> You do not correctly define and use shorthand agency / law references. <input type="checkbox"/> You capitalize "The" before statute and agency names (incorrect). <input type="checkbox"/> You use U.S. as a noun (i.e., United States is a noun, U.S. is an adjective). <input type="checkbox"/> You incorrectly use / do not correctly distinguish between nouns describing various types and categories of laws (e.g., bill, law, statute, regulation, legislation). <input type="checkbox"/> You incorrectly use / do not correctly distinguish between verbs relating to laws, (e.g., regulate, enact, pass, amend). |
| Style and Organization Errors Checklist | <ul style="list-style-type: none"> <input type="checkbox"/> Paper does not have an appropriate title. <input type="checkbox"/> Paper does not comply with the required formatting guidelines (header, spacing, font, margins, page numbers). <input type="checkbox"/> Paragraphs are too long (1/2 page max) -- you are being too wordy and/or including too many topics. <input type="checkbox"/> Paper does not flow well overall. If you are having problems transitioning from paragraph to paragraph, consider whether your paper is properly organized. <input type="checkbox"/> Information is not presented in a digestible way / progress is convoluted (e.g., unclear logic steps, events not chronological). <input type="checkbox"/> Paragraphs do not contain a clearly focused topic sentence that relates to the pertinent argument or information. <input type="checkbox"/> Issues with transitions between sentences. <input type="checkbox"/> You need to aggressively edit to make your writing more concise. <input type="checkbox"/> You need to [simplify] OR [use more variety in] your sentence construction. <input type="checkbox"/> Writing is often stilted or awkward. Read aloud. <input type="checkbox"/> Writing is too informal / you use clichés, slang, colloquialisms, contractions and/or hyperbole. <input type="checkbox"/> Writing is too formal / you use jargon, legalese, or archaic expressions. <input type="checkbox"/> Improve your word choice. <input type="checkbox"/> Writing style is often a function of the content. It appears you need to do more research in order to be able to write compelling arguments. <input type="checkbox"/> Your writing is uneven - sometimes clear, but other times in need of considerable editing. <input type="checkbox"/> Uses awkward references to prior statements or to introduce concepts (e.g., "as mentioned above", "as stated previously", "it is critical to mention", "this paper discusses"). <input type="checkbox"/> The concluding paragraph does not effectively unify the essay. It regurgitates and does not leave the reader with a takeaway that is creative and interesting. |

Attachment 3

TCNJ Policies

Many of the policies and procedures of the College, as well as the yearly Academic Calendar, can be found on the College website at <http://academicaffairs.tcnj.edu/policies-procedures-handbooks/> and <http://tcnj.pages.tcnj.edu/academics/academic-calendars/>.

Course Grades: The College policies regarding grading can be found on the College website at <http://recreg.pages.tcnj.edu/grading-system>.

Academic Integrity: Students are responsible to know the Academic Integrity policy. Students may only represent work that is their own. Cheating on tests, failing to cite sources, or submitting someone else's work are just a few examples that may result in failing the entire course or dismissal from the college. TCNJ's academic integrity policy is available online at: <https://academicintegrity.tcnj.edu/>

Attendance Policy: Except in the case of a TCNJ authorized absence or documented personal emergency, faculty are encouraged NOT to make individual exceptions to course assignment due dates and exams. Our work is no less coordinated or time-sensitive than many tasks encountered in the workplace and meeting deadlines and obligations is simply one more step in preparation for a business career. [TCNJ's Attendance Policy](#).

Final Exam Policy: Students are responsible for being present for all exams as scheduled by the college. TCNJ's final examination policy is available at: <https://policies.tcnj.edu/?p=266>

Code of Conduct & Inclusion Statement: Students are responsible for awareness of the Code, , online at: <https://business.tcnj.edu/about-the-school-of-business/code-of-conduct/> , and Inclusion Statement at: <https://business.tcnj.edu/2020/07/01/19938/>

Accessibility Resource Center (formerly Disability Services): Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact ARC at arc@tcnj.edu. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992 (as amended). Students must inform their instructor if they wish to take their test in ARC's quiet space at least 1 week in advance of the test date. Requests for ARC to proctor exams should then be initiated by the instructor, one week before the exam is scheduled to be administered. For final exams, requests should be made 2 weeks before the end of classes.