



Lincoln University

BA 437 – Personnel Law

COURSE SYLLABUS

Spring, 2018

Instructor: Prof. Richard S. Rachlin
Lecture Schedule: Mondays & Wednesdays 6:30 - 9:15 P.M.
Credit: 4 units: 3 units / 45 lecture hours + 1 unit individual research project
Level: Mastery 2 / Research (M2)
Office Hours: Wednesdays 2:30 - 3:30 P.M., by appointment
e-mail: rrachlin@lincolnuca.edu

Textbooks: Employment Law for Business 8th Edition, Bennett-Alexander & Hartman, McGraw-Hill, N.Y. N.Y., 2015, ISBN-13: 978-0-07-802379-8

Last Revision: February 3, 2018

CATALOG DESCRIPTION

This course covers personnel law from a business perspective. It includes all foundations needed to understand the topic and important state and federal guidelines. A one-unit written research project with oral presentation is required for the course. (4 units)

Prerequisite: BA 308

EDUCATIONAL OBJECTIVES

To help the student gain a knowledge of regulations within the workplace and the various types of discrimination that may affect his/her employment. Students will be instructed through lectures and case study on how employee relations are regulated and the rights and responsibilities of both employees and employers.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Demonstrate knowledge of current state of scholarship regarding both employee and employer rights under US Law	PLO 1	ILO 1c, ILO 3c, ILO 7c	Class participation

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

2	Be able to conduct scientific inquiry into the issues related to the personnel law	PLO 2	ILO 3c, ILO 4c, ILO 6c, ILO 7c	Individual research project
3	Be able to assume leadership responsibilities and implement decisions in accordance with ethical principles.	PLO 4	ILO 3c	Class participation
	Understand and be able to find effective solutions to the core issue in regulation of employee relationships	PLO 5	ILO 1c, ILO 2c	

INSTRUCTIONAL METHODS

This is a direct classroom instruction course.

The course will be conducted in the form of lectures and interactive discussions.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

COURSE PROJECT

Every student will be required to submit a comprehensive written plan on personnel policy and procedures, using what he/she has learned in the course. This final project will also be presented orally at the end of the semester.

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is	The	Organization is	The report

	logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	development of ideas is present; the conclusion is effective and directly addresses the original thesis.	confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations. The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

HOMEWORK, ATTENDANCE AND CLASS PARTICIPATION

Students shall be responsible for typing and turning in written assignments to be given during the course. In addition, attendance and both oral and written class participation are important and play a large role in the student's final grade.

GRADING STANDARDS

Grades will be based on the following allocation:

Final examination: 35 per cent

Class Attendance & Participation:	20 per cent
Individual Research Project:	25 per cent
Final Course Project	20 per cent

Total	100 per cent
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GRADING

Point/Grade Conversion

100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-65	D+
86-84	B	64-60	D
83-80	B-	59 or <	F
79-77	C+		

COURSE SCHEDULE

*The assigned material for each date should be thoroughly reviewed **before** each class.*

Week	Topic	Reading
1	Overview	
2	Employment Regulation	Chapter 1
3	Civil Rights Act of 1964	Chapter 2
4	Affirmative Action	Chapter 3
5	Race & Color Discrimination	Chapter 5
6	National Origin Discrimination	Chapter 6
7	Gender Discrimination	Chapters 7,8
8	Midterm Exam	
9	Sexual Harassment	Chapter 9
10	Sexual Orientation & Gender Identity Discrimination	Chapter 10
11	Religious Discrimination	Chapter 11
12	Age Discrimination	Chapter 12
13	Disability Discrimination; Employee's Right to Privacy	Chapters 13, 14
14	Oral Presentations of Course Project	
15	Final Exam	