Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: BLAW 251 ID8W2, Business Law I
Semester and Term: FALL 2015
Day and Dates: Mondays, 10/19/2015 – 12/7/2015
Time: 6pm – 9pm
Campus Location: Bridgeport

Course Description: Court system, sources of law in the United States, the constitutional basis of the legal system, government power to regulate business, the types and powers of administrative agencies, civil dispute resolutions and alternatives to civil litigation; the law of contracts, fairness and good faith in interpretations of contracts, and the United Nations Convention on Contracts for the International Sale of Goods; problems in Agency and Employment, the ethical implications of business decisions, the broad function of criminal and tort law, the Foreign Corrupt Practices Act, and the constitutional limitations on criminal procedure.
Prerequisite Courses: None
Course Code: BC, BUS, BUSM

Instructor & Contact Information: Dawn Bradanini
Email: dbradani@bridgeport.edu


To order textbooks, go to the bookstore website at ubcampusstore.com

Learning Outcomes: Upon completion of this course, the student should be able to: Efficiently and perhaps profitably conduct any business enterprise within the United States requires a fundamental knowledge of a number of legal concepts, relationships, rules and regulations, as well as an awareness of the risks and range of consequences connected with failing to recognize or comply with them. It is at best risky, and at worst perilous, for those who choose to be engaged in business in the United States, at any level, from start-up entrepreneur to Fortune 500 board chair, to dismiss certain legal issues as “things we’ll let the lawyers will worry about later,” because often, by the time the lawyers have become involved, irreversible and damaging business consequences may well have already occurred because of the speed at which present-day business is conducted. The course will provide the student with an awareness of the laws that control, regulate, shape and determine the form, method and means by which business is conducted. Specifically, the student will gain an understanding of: (i) the various sources of U.S. law; (ii) the structure of the two U.S. court systems; (iii) the several categories and types of law which impact upon business operations; (iv) the process of U.S. litigation; (v) the fundamental legal instrument which is the basis for conducting business, the Contract; (vi) the various structural forms business organizations may take; and (vii) the ethical standards and expectations of business conduct.
First Assignment Prior to the First Class: Please answer typed each question for the FIRST day. You may email, upload to Canvas or hand in during first class however this is part of your final grade.

1. Case Questions on Page 16 – Chapter 1 – Number 42 and 44
2. Case Questions on Page 46 – Chapter 3 – Number 38
3. Critical Thinking on Page 67 – Chapter 4 – Number 38

Assignments:
NOTE: THE COURSE OUTLINE HAS A HUGE AMOUNT OF INFORMATION. MANY TIMES WE COVER A LARGE AMOUNT OF MATERIAL IN A SHORT PERIOD OF TIME. I HAVE PUT THE PAGE NUMBERS ASSOCIATED WITH EACH CHAPTER.

WEEK 1: October 19

Introduction. Course Overview.
Part One: Introduction to Law

Our System of Law – Chapter 1 p. 2
Ethics and the Law – Chapter 2 p. 18
Criminal Law – Chapter 3 p. 34
Tort Law Chapter 4 p. 50

WEEK 2: October 26 (DISCUSSION BOARD)

Part Two: Introduction to Law

Constitutional Law – Chapter 5 p. 70
Administrative Law – Chapter 6 p. 88

*****QUIZ ONE: CHAPTERS 1-4

WEEK 3: November 2 (DISCUSSION BOARD)

Part Two: Contracts

Introduction to Contracts – Chapter 7 p. 104
Offer and Acceptance – Chapter 8 p. 122
Mutual Agreement – Chapter 9 p. 138
Consideration – Chapter 10 p. 152
Competent Parties – Chapter 11 p. 168
WEEK 4: November 9 (DISCUSSION BOARD)

Part Two: Contracts

Legal Purpose of Contracts – Chapter 12 p. 182
Form of Contracts – Chapter 13 p. 198
Operation of Contracts – Chapter 14 p. 214
Discharge of Contracts – Chapter 15 p. 230

******QUIZ TWO: CHAPTERS 5-11

WEEK 5: November 16

Part Three: Sales, Agency and Business Organizations

Transfer of Title – Chapter 16 p. 250
Sales – Chapter 17 p. 266
Warranties – Chapter 18 p. 286
Agency – Chapter 19 p. 300

WEEK 6: November 23 (DISCUSSION BOARD)

Part 7: Legal Environment of Business

The Employer– Employee Relationship - Chapter 31 p. 519
Employment Law – Chapter 32 p. 534

WEEK 7: November 30

Part Three: Sales, Agency and Business Organizations

Business Organizations– Chapter 20 p. 318

Part Five: Property

Real and Personal Property – Chapter 24 p. 392

******QUIZ THREE: CHAPTERS 12-19

WEEK 8: December 7 (DISCUSSION BOARD)
Description of Weekly Sessions: Class sessions will be devoted to reviewing assigned reading materials, examining key concepts and involving constructive participation for the in class discussions. Important material, not always presented in the textbook, will be incorporated into class lectures. Electronic devices such as cell phones must be turned off before entering the classroom.

Grading Criteria: Your final grade will be comprised of several quizzes worth 30 points, class participation worth 10 points, discussion board utilizing Canvas 10 points, in-class presentation worth 20 points and a writing assignment worth 30 points (see below).

Quiz Format: The quizzes may be “closed book” or “open book” which will require you to incorporate the material discussed in class. The quiz format may consist of essay, multiple choice, true/false or any combination. Generally, at the start of each class session, you will be given a quiz covering the subject matter for the prior session. The final quiz of the term will be more in depth covering all the material from the term.

Class Participation: Class participation is 10 points of the overall grade. Class participation will be derived from an assessment as to involvement in the course material. It is not solely based on speaking in class. Hopefully students will feel comfortable to speak, since the class will only benefit from various perspectives. However, students will have other means of demonstrating involvement in the course objective, including:

- Regular Class Attendance;
- Involvement in Group Discussions;
- Satisfactory completion of in-class exercises; and
- Completion of Homework Assignments

Discussion Board: This class will utilize Canvas on a regular basis. During the weeks indicated I will post discussion question(s). You are required to log online and answer the question. You will then be required to respond to another student’s post of your choice. You will receive a Complete or Incomplete for this comprised of 10 points (see rubric). Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential.
**Grading Rubric for Discussion Postings**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to the Classroom: Posting is insightful, thorough, and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
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<td></td>
<td></td>
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<tr>
<td>Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.</td>
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</tbody>
</table>

**Presentation:** Each student will be required as a group to present a topic to the class utilizing one visual aid. During the first day of class, groups will be formed and topics will be chosen. You will be required to present on a topic and engage in a question/answer session. Details to follow including grading rubric. This is worth 20 points of your final grade.

**Writing Project:** Each student will be given the opportunity to choose a topic and write a paper. This is NOT a research paper however you still must utilize 3 sources. The paper will be 30 points of your final grade. Details of the assignment will be provided during the first day of class. See attached assignment sheet for due dates. No LATE papers will be accepted – No Exceptions – even for good cause.

**Late Work Policy:** Certain works will not be accepted late regardless (listed on syllabus). Otherwise the policy is the following: One day late reduces grade by 10%, two days late by 20%, after two days late grade is zero. One day, two day does not refer to classes. I will calculate the days immediately following the due date. In today’s day and age of technology there is no excuse for late work!
Grading: Point System

Quizzes: 30 points  
(10 points x 3 = 30 points)
Participation: 10 points  
(1.25 points per class x 8 = 10 points)
Discussion Board: 10 points  
(2 points x 5 = 10 points)
Presentation: 20 points 
(20 points)
Writing Assignment: 30 points 
(30 points)

100 points*

*5 points will be added directly to your lowest quiz if you write a summary on a current news article that discusses a topic related to our course material. You then should be prepared to discuss the article in class.

The end of course performance criteria or expectation for each letter grade can be defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements &amp; Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td></td>
<td>1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.</td>
</tr>
<tr>
<td></td>
<td>2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.</td>
</tr>
<tr>
<td></td>
<td>3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.</td>
</tr>
<tr>
<td></td>
<td>4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.</td>
</tr>
<tr>
<td></td>
<td>5. All assignments completed and submitted within the time allowed.</td>
</tr>
<tr>
<td>B</td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td></td>
<td>1. All of the “A” work, but with less accomplishment.</td>
</tr>
<tr>
<td></td>
<td>2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.</td>
</tr>
<tr>
<td></td>
<td>3. A critical stance, with some effort, not always successful, to defend that stance.</td>
</tr>
<tr>
<td></td>
<td>4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.</td>
</tr>
<tr>
<td></td>
<td>5. Very clear expression of thoughts and ideas.</td>
</tr>
</tbody>
</table>
Students achieving this level will have demonstrated the following:

1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
3. Some attempt to find personal meaning.
4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.

Students achieving this level will have demonstrated the following:

1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
2. Generally lacking in critical stance or in a defense of that stance.
3. Lack of understanding or an attempt to find personal meaning.

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:
Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however,
such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
• Search for books held at the library.
• Search the online databases for your academic field; business, counseling, human services, psychology, etc.
• Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**

Open access computer labs are available at three locations:

• Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: [http://www.bridgeport.edu/library](http://www.bridgeport.edu/library).
• Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
• Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](http://www.bridgeport.edu/waterbury)

**Course Cancellations**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

**IMPORTANT CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4472</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:finaid@bridgeport.edu">finaid@bridgeport.edu</a></td>
</tr>
<tr>
<td>Grade &amp; Fee Report</td>
<td>203) 576-4692</td>
<td><a href="mailto:grade_fee@bridgeport.edu">grade_fee@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Campus</td>
<td>Address</td>
<td>Telephone</td>
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</tr>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue</td>
<td>(203) 576-4800</td>
</tr>
<tr>
<td></td>
<td>Bridgeport, CT 06604</td>
<td></td>
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<tr>
<td>Stamford</td>
<td>5 Riverbend Drive</td>
<td>(203) 358-0700</td>
</tr>
<tr>
<td></td>
<td>Stamford, CT 06750</td>
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</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane</td>
<td>(203) 573-8501</td>
</tr>
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<td></td>
<td>Waterbury, CT 06705</td>
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</tbody>
</table>

Directions to IDEAL Campus locations: [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.

Federal Student Aid Information: 1-800-433-3243
DESCRIPTION: A Reaction/Response Assignment is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

Questions you might ask yourself:

- How do you feel about the topic?
- Do you agree with the author’s conclusion based on the presentation of facts?
- Could there have been another interpretation?
- How has this reading impacted your view of the topic?
- Did you realize something that was unknown to you before?
- Did the reading simply reinforce ideas and beliefs you already had about the topic?
- Did you in anyway identify with the topic?

In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the essay is for you to understand your reaction/response to the topic and express it in a logical, succinct and compelling manner.

Format:

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 5-7
- Typed using 1” Margins; Double-spaced; 12 point font Arial.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.

Topic:

- You must approve your topic by Week 2
- You may choose any topic that is pertinent to our class discussions. I suggest you look at the syllabus for ideas. This paper is not a research assignment. You should formulate a particular question with regard to your topic. For example, if you were interested in medical law, you may wish to examine the issue of whether or not human beings should be used for experimentation.
Introductory Paragraphs 1-2 pages:

- Introduce the presentation of the topic; Book or Article Title, Author, and the year it was published.
- Summary of the topic.
- Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate etc.

Organizing Ideas, Opinions, and Viewpoints:

- Thesis statement forms the basis of the essay.
- Decide on a few key ideas that express your thesis statement.
- Describe at least three of these key ideas.
- Develop your ideas in each paragraph by using examples, giving details, and using material from the presentation.
- While the use of the first person “I” is generally not appropriate for academic essays, it is appropriate for a response/reaction essay since it is your personal response.

Body of the Essay:

Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.

While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

Concluding Paragraph:

Reiteration of your thesis statement and restatement of your response/reaction.

Due Date:
Your final paper is due Week 8, NO EXCEPTIONS! The paper constitutes 30 points of your final grade. See grading rubric.

Any questions or concerns please let me know. I look forward to the papers.
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent 25-20</th>
<th>Fair 20-15</th>
<th>Poor 15-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer's reaction and builds an expectation in the reader.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grammar &amp; Mechanics: Sentence forms are accurate. Word choice is accurate and varied. Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase). In-text and end-text references are complete and in the right format.</td>
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</table>