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Course Description: The focus of this class will be on business law as a vehicle for improvement of thinking skills. Central content emphasis will be on contracts, the uniform commercial code, sales and secured transactions, bankruptcy, and third party contract rights. Course concepts will be illustrated using the “case method” team presentation approach. Holistic principles are incorporated into course design.

Text: Mann and Roberts, *Business Law and the Regulation of Business, 9th Edition*. NOTE: Relevant portions of this text will be available online through [www.I-chapters.com](http://www.I-chapters.com) for $3.95 per chapter (first chapter is free!). Please check this website before making a purchasing decision (see Instructions on last page). There is also a small blue booklet entitled *Miniature Guide to Critical Thinking, Concepts and Tools*, by Paul and Elder which is adjacent to the textbooks in the bookstore. We will start with this booklet.

Website: [www.instruction.greenriver.edu/fprimiani](http://www.instruction.greenriver.edu/fprimiani) The information on this site may change periodically, and is not always the most current. Check with the instructor before relying upon specific information. Note: There is an Instructor WIKI site and/or Angel Learning link which will be used to supplement the course, and provide a mechanism for student participation.

I. Introduction:
This is a “holistic” course, the purpose of which is to systematically analyze and assess thinking through Business law concepts and principles which have evolved from the Common Law and the Uniform Commercial Code. Class participation is very important for a “Case Method” type of active learning activity (see below). Groups and cases will be assigned. You will be guided as to how to use critical thinking skills in the analysis and presentation of these cases. The class will also utilize principles of holistic learning in dealing with group dynamics. This course will require a significant amount of participation, including group work in a “case presentation” context (see below). Therefore, reading comprehension and class attendance/participation is an important component of this class and your grade. **If English is your second language, you are encouraged to have your reading comprehension evaluated on the Compass Test, or take a Legal Terminology class (Bus E 109), which may be taken concurrently. No tutor may be available for the course, and the instructor will not devote much time to basic language interpretation.**

II. Course Objectives:

A. Overarching Institutional Learning Outcomes:

Green River Community College has committed to the achievement of a standard set of learning outcomes that are to be expected for every student attending classes at this institution. These are global outcomes, which are felt to be inherently important to a civilized democracy. This class is committed to the development of these traits and skills in each student. The outcomes are as follows:
1. Critical Thinking:

**Definition (m):** Critical Thinking is an overarching ability which finds expression in all disciplines as well as in every situation in life where a person is trying to figure something out. In its most general form, critical thinking consists of disciplined, self-directed thinking which enables students to identify and solve problems, to evaluate arguments and sources of information, and to assess their own thinking—all with respect to explicit standards of good thinking. In addition to specific skills and abilities, critical thinking helps foster certain dispositions, if students consistently and appropriately master critical thinking skills. Among these are intellectual perseverance, intellectual courage, intellectual fair-mindedness, intellectual integrity and intellectual humility.

We will use critical thinking on a regular basis to process the course content. You will learn how to map out the logic of particular cases and use appropriate standards to assess each case’s reasoning, as well as your own.

2. Quantitative Reasoning:

**Definition:** Quantitative Reasoning encompasses abilities necessary for a student to become literate in today's technological world. Quantitative reasoning begins with basic skills and extends to problem-solving. This outcome includes abilities designed to help students achieve four general goals: (1) that they value quantitative reasoning, (2) that they become confident in their ability to reason quantitatively, (3) that they use quantitative reasoning to solve problems, and (4) that they use quantitative reasoning to communicate.

As law often involves abstract and intangible concepts, we will learn and apply tools, concepts, and tests which are used in law to quantify such business law intangibles as contract equity, fairness, and economic impracticability. We will also apply quantitative cost-benefit principles throughout the course.

3. Responsibility:

**Definition:** Responsibility encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students understand the importance of, and develop a commitment to, those responsibilities which will enable them to work successfully on their own and with others.

In the case method approach, teams will be set up for which each team member becomes partially responsible for the group outcome and grade. Students will become exposed to group cooperation and negotiation skills. Attendance and participation will be part of the overall course grade.

4. Written Communication:

**Definition:** Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome is concerned with helping students 1) learn to value clear written communication, 2) demonstrate a clear sense of purpose, 3) gain confidence in their written communications skills, and 4) improve their ability to assess the effectiveness of their own writing as well as the writing of others.
Students will be provided the opportunity to provide written communication of course content in group and individual activities. In addition, groups often utilize PowerPoint presentations to communicate their group assignments.

5. Valuing Diversity:

**Definition:** *Valuing diversity* encompasses those behaviors and dispositions necessary for students to be effective members of a changing world. This outcome is designed to help students understand, respect, and value the attitudes and practices which may be different from their own by considering various perspectives in areas of race, gender, socioeconomic status, ethnicity, age, culture, disability, and/or sexual orientation.

Part of the Logic mapping procedures involves consideration of various Points of View within the context of the Case Method approach. Some points of view will relate to consideration of changing social and cultural factors such as defined above. We also welcome the increasing number of International students to our classes and look forward to exchange of cultural perspectives with them.

6. Oral Communication:

Though oral communication is not yet campus-wide outcome, it is highly recommended as part of the transfer degree program. In this class, students will be provided the opportunity to develop speaking and presentation skills while presenting case assignments.

B. General Course Objectives:

At the completion of this course, each student should be able to:

1. Display a working knowledge of business law in society, and the factors that affect the evolution of those laws over time.

2. Understand and apply the fundamental Concepts of Contracts, the Uniform Commercial Code, Statute of Frauds, Assignments, and Third Party contracts.

3. Demonstrate an ability to concisely analyze and articulate the specific holdings and reasoning in given assigned cases.

4. Work cooperatively and effectively in group presentations.

5. Understand, appreciate, and reflect on the elements of thought as they are applied to case analysis and to self-development.

6. Be familiar with and demonstrate understanding of the relevant intellectual criteria used to evaluate the merit of particular arguments, viewpoints, or intellectual workproducts such as legal cases.

C. Specific Chapter Objectives:

In addition to the above, the textbook used for this class also has Specific Learning Objectives listed in the Chapter review for each chapter. The content examinations and class activities in the class are geared toward accomplishment of these objectives.
Therefore, it is the student’s responsibility to familiarize him or herself with the objectives, ask pertinent questions about them, and study accordingly. In order to avoid redundancy, the specific chapter objectives listed in the text will not be reproduced here, but are accordingly incorporated by reference. The recommended Study Guide for the course is also specifically aimed at accomplishment of the content objectives.

### III. Grading:
The grade for this class will be partially based upon the results of content examinations that will be given throughout the quarter, plus a Final Group Case Presentation. Unit or content exams will generally be given at the end of each 2 or 3 chapters in the text. You will also be graded on your regularly assigned group case presentations. It will be assumed that each person in the group will contribute equally. However, “adjustments” may be negotiated within each group, as long as the overall group average score is not exceeded (refer to Class Rules, attached). Essentially, course grades will be weighted as follows:

A. Content Midterms: 25%
B. Special Assignments (e.g group contract) or Quizzes: 10%
C. At least 2 Regular Case Presentations: 25%
D. Final Exam or Case Presentation: 25%
E. Participation (formal in class, or informal “wiki” contributions): 10%
E. Class attendance 5% (2% per class session for unexcused absences)

**NOTICE:** Z grades or unofficial withdrawals are no longer granted at GRCC. If you do not withdraw or seek a Credit/No Credit option at the appropriate time, your final grade for the course will be a 0.0. See Enrollment Services for further details. It is the student’s responsibility to know the relevant deadlines. There are no formal extra credit options.

The Final Group presentation may be related to any relevant topic or issue covered in the course. There are a variety of Internet resources available, including ideas from my website (above). You may also use the chapters not covered in the textbook, with prior instructor permission.

### IV. Attendance:
The subject matter of BUS 201 is such that your attendance is an important aspect of the course. Not only may absences affect your grade, but it may also affect your group partners’. If you know that you will be absent on a presentation day, please share this information with the Instructor and your group members as soon as possible so that arrangements can be made to cover your portion of the case. This directly relates to the institutional goal of promoting personal responsibility.

### V. Proposed Reading Assignments:

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<thead>
<tr>
<th>Topic, from Mann and Roberts text</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Critical Thinking and Business Law (blue booklet)</td>
<td></td>
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<tr>
<td>Introduction to Contracts</td>
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<td>Agreement (Mutual Assent)</td>
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<td>Consideration</td>
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<td>Capacity and Consent</td>
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<td>Third Party Contracts</td>
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<td>Topic, from Mann and Roberts text</td>
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<td>Performance and Discharge</td>
<td>17</td>
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*These reading assignments are tentative and may be changed by the instructor either in writing or by an announcement in class.

**VI. Americans with Disabilities Act Notice:**
If you have a recognized physical or mental condition which may impair your ability to fully participate in class, you may be entitled to an accommodation. It is the student’s responsibility to contact the Disabled Students Services Coordinator, in the Lindbloom Student Center (LSC) and provide the appropriate documentation. If you already have a documented disability which would qualify you for any special accommodation, or if you have emergency medical information or special needs the instructor should know about, please notify me during the first week of class.

**VII. Student Good Faith and Rules of Conduct:**
The college and instructor assume that all enrolled students are taking this course for the legitimate purpose of learning and improving their life skills. Therefore, any conduct by students which are inconsistent with that goal, such as plagiarism, cheating, class disruptions, or other forms of misconduct will be subject to the disciplinary procedures specified in the Student Rules of Conduct found in the Appendix of the College Catalog, which are herein incorporated by reference. Further class Rules of Conduct, herein incorporated by reference, will follow (see Class Rule document).

Note: The instructor reserves the right to modify the syllabus, class rules, and/or reading assignments as is reasonably necessary. Prior notification will be given for significant changes.

**Disclaimer:** The foregoing class is general information provided to the public on a subject of great interest. It is intended merely as a general review of a complex and confusing subject for which there are very few clear and reliable answers. The information is not intended as legal advice and may not be relied on as such. By providing to the public the general information below, no attorney-client relationship is created. The legal outcome in a given case will completely depend on all of the relevant facts in a given case and thus will vary from case to case. For legal advice and representation, students are cautioned to consult a qualified attorney who practices in the relevant area of law they may have questions about.
BUS 201

General Class Rules

The purpose of the following rules is to augment and clarify the objectives and expectations of the Course Syllabus previously provided to students. If there is any conflict or disagreement between these rules and the Syllabus, the Syllabus will govern. The instructor reserves the right to modify these rules, as circumstances require. However, every effort will be made to provide advance notice of any such change.

EXAM TAKING:

Students will take several chapter examinations during the course. Delays in student exam taking often prevents review of the exam by the rest of the class in a timely manner. Therefore, it is expected that each student will be present in the classroom to take exams on the scheduled day, unless a written request for an exception is made at least 24 hours in advance of the exam day. Subject to paragraph one, above, exceptions will be considered only for the following situations:

1. Serious Illness or hospitalization of student or immediate family member.
2. Emergency transportation problems
3. Required Legal obligations
4. Death of close relative
5. Students who speak English as a second language, upon the showing of the need for reasonable accommodation.
6. Students with documented physical or learning disabilities, who have made proper institutional requests for assistance. Refer to syllabus.

Other unexpected emergencies, such as unexpected work obligations, not falling into the above categories may be considered at the discretion of the instructor. It is the student’s responsibility to provide advance notice to the instructor about these matters.

Without proper prior documentation or notice, the instructor’s options may include, but are not limited to, the following:

An alternate exam assignment may be given consisting of written problem sets at the end of relevant chapters and/or the examination may be allowed to be taken at the Testing Center, or alternate location (if open), subject to a 10% discount for first occurrence, and additional 5% deductions for each subsequent occurrence.

CLASS ABSENCES:

As the syllabus indicates, class participation is an integral part of this course. Each student is expected to come to class prepared and ready to discuss assigned cases and questions posed by the instructor. As each student will be assigned to a presentation group for cases, absences will necessarily detract from the overall group assignment. If you meet one of the conditions above (as for exam absences), you are expected to also notify your group members and/or provide your portion of the presentation to them prior to the group’s presentation date. Delays will not be granted for group presentations without penalty. For planning purposes, you will be provided a tentative schedule for case assignments and presentations. Excessive absences will indirectly affect your group presentation grade, and may also be taken into account for the overall course grade.
GROUP WORK:

As noted on the syllabus, group presentations are an important portion of each student’s grade. It is understood that in such endeavors, individuals do not usually contribute to group work in equal proportions. Therefore, it is not uncommon for group dynamics to be affected by disproportionate student contributions. For this reason, a mechanism is in place to allow for grading adjustments to be made in such circumstances within the discretion of a majority of group members. The initial presumption is that each member of a group will contribute equally and receive the same score. If this assumption is challenged by a majority of the group, score adjustments may be made within the group, as long as the average group score remains the same. That is, in order for a group member to gain points, another member must give up points. It is up to each group to negotiate such point allocations should intragroup circumstances dictate. If the group cannot reach a settlement on the matter, the instructor may be called upon to mediate or arbitrate a resolution. If this option is chosen, however, an “administrative fee” of 5% for mediation and 10% for arbitration will be deducted from the group score before the matter is resolved. Note: There can be no point reallocation for students who have dropped or stopped coming to class. Note: While negotiation proposals require group consensus, an individual group member may request mediation or arbitration if negotiations have stalled. Thus, the “costs” associated with this request may act as an incentive for further bargaining. Since law is fundamentally about conflict resolution, such experiences can provide an opportunity for direct application of “cost-benefit” analysis and other course principles.

THE “FREE AGENT” POTENTIAL

In extreme cases, and with prior instructor permission, a group may reach a consensus that a particular group member has become a non-contributor or detractor to the group effort. If such circumstances should arise, a written warning of group action, including dismissal, shall be issued by the group members to the affected member, and a copy shall be delivered to the instructor (e-mail is okay). The warning will give a one week remediation period to the affected group member. If such remediation does not occur and/or the affected group member does not show reasonable cause why group action should not be taken, the group reserves the right to dismiss such member from the group. If such member is dismissed from further group participation, such action may be disclosed to the class and the affected student will become a “free agent”. The affected student may attempt to be “rehired” by another group. However, no group will be obligated to accept such free agent. If no one will accept the free agent, the instructor will determine an alternate assignment for the member, subject to a discretionary penalty for being dismissed. Conversely, a group member may wish to voluntarily withdraw from group activity. Since both of the above events are evidence of failure of group cohesion, each group member will be assessed a 5% penalty. It is not in student’s best interests to allow either of these actions to be taken.

CLASS DISRUPTIONS:

As courtesy dictates, each student is entitled to be able to participate in class, free of interference. Therefore, disruptions of any type (particularly cell phones, I-pods, laptops, or similar devices) will not be tolerated during class time, and may affect a student’s participation points. If there is a need to converse or communicate with classmates during class, students are asked to step outside the classroom to do so. Disruptive behavior may also negatively affect a student’s “participation point” score.
By now I hope you understand what is meant by the “logic” of particular topic. In the model used for the above classes, we simply mean the 8 elements of thought as they relate to a particular area of content or substance. In our case, this would be the subject law as understand from the case method perspective. Please do not confuse this type of logic with the more mathematical type of logic used in a formal logic class. The type of logic referred to in my class can be characterized as a system of informal logic. To better clarify, consider the following illustration:

Paul’s logic wheel is circular as to suggest that there is really no starting or ending point in this process. That is, it is non linear so you can start at any point on the wheel. Nonetheless, it is sometimes more efficient to sequence the elements in a particular way, so as to create a systematic and clear flow of a presentation. As with music, sometimes it is better to play a song in a particular key!

In order to facilitate better organization of case presentations, therefore, I suggest the following sequence:

1. Facts or Information- Who are the parties, what happened, where did it happen?, what are the timelines?, etc. If the case was originally heard in a lower court, what did the original trial court decide? This would include the “procedural history” of the court hearings.

2. Points of View- What are the parties biases? How do they look at the situation? Are there any other (secondary) relevant points of view, such as economic, political, historical, cultural, ethical, social, etc? Numerous points of view adds to the “breadth” of your presentation.

3. Issue: What is the main legal question or problem the court is trying to resolve? If there are several issues, which is or are the most important or significant? Be careful to distinguish factual issues from legal ones.

4. Legal Concepts: What are the laws, statutes, principles, rules, codes, or precedents that can be applied to the case? Which are most relevant?

5. Interpretation, inferences and conclusion: This is the reasoning step. You will need to discuss how the court applied the relevant concept to the underlying factual information in order to resolve the legal question or main issue in the case. What is the main conclusion the court reached?
6. Implication or consequences: This is answering the “so what?” question. What difference might this case make in the future or, if your case is an older one, what consequences flowed from this decision? In other words, what might similarly situated parties do differently in the future because of the ruling in your case, or what actual changes happened in society because of your case? This may require some more fact gathering to discover, but you might find ample additional information on the internet. This can add to your “depth” points if you so choose.

You will notice that Purpose and Assumption are not addressed in the above sequence. This is not because they are not there, because they remain the same for every case. That is, the purpose is to resolve the dispute in a civilized way, and the assumption is that it was done fairly and justly. Although you don’t have to restate these elements in your logic, you should always understand that they do still exist in the logic of your case! You might argue in some cases, for example, that you think justice was not done. If you take this position, however, be prepared to give your rationale for your view. You might even have a disagreement within the members of your group, in which case you could present both sides of the argument. Just because a court decided a case in a particular way does not mean your group has to agree with it, but it does mean you must have a reasonable basis for your disagreement. In most cases, you will probably find yourself agreeing with the court.

In order to give you a better idea of how these presentations look, I have put several on my website, and plan to bring to class. Please see me if you wish to review these samples in more detail. A grading criteria (see Group Presentation Scoring Guidelines) will be used to evaluate your presentations. We will go over this in more detail in class.

Please consider each presentation as an opportunity to develop the mental skills of organization, clarity, communication, and intergroup relations. Remember, that to communicate well, one needs to think well. I hope this guide will help, and that you will enjoy the opportunity, experience, and challenges ahead.
As stated in the course syllabus, 50% of each student’s overall class grade will be derived from Group “case method” presentations, which includes the final presentation. To better explain the meaning of the possible score achievable for each presentation, the following guidelines will be used:

You will note that there are 10 categories for evaluation, most of which correspond to the Intellectual Standards discussed in your Blue Miniature Guide for Critical Thinking. These are Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, and Significance. Also, there is a standard for Organization/Efficiency. Each of these is worth up to 5 points. The tenth category is for “general interest”, which addresses whether the presentation was able to maintain your interest, and stimulate questions. This category will be worth 5 points. Therefore, there are a maximum total of 50 points for each presentation.

The following guidelines will serve to assist you in determining more precisely how each presentation will be scored. You should note that points are added from 0-5 for four of the standards (I will call these “inductive standards”), and deducting points from 5-0 for the others (“deductive standards”). Note: These designations have little to do with Inductive or Deductive Reasoning which you may be familiar with. I have grouped these together for your convenience.

“Inductive” Standards:

1. Clarity: This is the ability to make information meaningful by providing examples, illustrations, analogies, or metaphors. Something that can help make complicated or abstract data more concrete. Examples that come from everyday life will be most intuitive and best understood by the audience. 1 point will be given (up to 5) for each clarification strategy you effectively use in your presentation. Various strategies will be discussed in class or via handout.

2. Depth: These are strategies that add detail to a group’s from sources outside the textbook. For example, is further explanation given outside of what is in the book? Has the group found further material to help explain the case? For instance, they may have found the full text of the case on the Internet, or some other relevant article about the case, or even a related case to compare with. Has this material been integrated into the presentation? 1 point is given for each significant added strategy used to add depth.

3. Breadth: This standard relates to the part of thinking called “point of view”. Alternate points of view give better overall understanding of the complexity of a case or issues. For example, points of view can be not only be from the views of the parties to a controversy, but also from secondary views, such as moral, economic, cultural, environmental, political, social, etc. 1 point (up to 5) is given for each relevant point of view, or bias, in the presentation.

4. Significance: This standard relates to the implications or consequences of the holding (conclusion) in a particular case. Implications are the potential effects that logically follow from a certain line of thinking. Consequences have already happened in similar cases. 1 point is given for each logical implication or stated consequence flowing from conclusions stated in the presented case. These should be labeled correctly.
“Deductive” Standards:

5. **Accuracy**: Accuracy is the ability to correctly state the facts that are provided in each case. Were the parties properly identified? Who are the Plaintiff and Defendant, or Appellant and Respondent? Was the court hearing the case correctly identified? What was the correct procedural history leading to the current case? Was it a state or Federal Court? Was it an intermediate appellate court, or a supreme court? Were the rules or law properly identified and stated? Was the reasoning of the court accurate? Was the conclusion reached by the court correctly stated, etc. For Accuracy, a team starts with an assumption of 5 points, but 1 point may be deducted for each significant inaccuracy stated by the group, or one of its members. If you are not sure whether an inaccuracy exists, listen to the discussion or any correction the instructor might make during or after the presentation.

6. **Precision**: This has to do with finer details. Has the group identified an area where more specificity might be required? Have they given the further data needed? For example, if you are discussing a concept composed of several elements or parts, stating those parts would add precision to your presentation. Again, we assume a score of 5, and deduct 1 point if there is good reason to believe some important element, fact or data was overlooked.

7. **Relevance**: Has the group identified how their case was connected, or related to, the chapter the case is in? How is it related to the class as a whole? How is it related to other life situations? Deduct 1 point for not showing the connection between the case and a chapter, rule or principle addressed in the text or class.

8. **Logic**: The logic of the presentation allows the audience to follow the logical progression of the case analysis. The “logic” of any subject area includes all 8 of the elements of thought. That is, purpose, question or issue, concept (rule of law), information (facts), assumptions, interpretation and inferences, points of view, and implications or consequences. The lack of one or more of these elements directly impairs the logic of the presentation. Deduct 1 point (up to 5) for element of thought omitted, or incorrectly stated.

9. **Organization/Efficiency**: This is the ability to create a presentation that “flows” in such a way that avoids redundancy, or over-utilization of print that tends to create a drag on the presentation. Plan for your presentation to be around 10-15 minutes. Allow some time for editing of your presentation before it is given in order to better stay within this suggested timeline. If you believe your case warrants more time, please see the instructor.

10. **General Interest Standard**: (5 points)

The last criteria for group assessment is general interest. This standard which will assess how well the presentation captured class interest and thinking. As we have stated, good thinking produces good questions. A group’s ability to elicit and respond to good questions from the audience can be correlated with general interest. I will presume that your presentation will be of general interest and deduct points to the extent that it is not. This may be evidenced by the inability to stimulate audience attention and questions, and/or the inability to adequately address questions posed by the instructor.
Centripetal Forces; Red Flags in Group Dynamics

There is a natural tension which exists when people work in groups. There are forces that tend to bring the group together in cooperation, and counteracting forces that are more responsive to individual egocentric needs or desires. These latter forces can become disruptive, and compromise a group’s effectiveness. It is finding a balance between these opposing forces that is central to a successful group outcome. That being the case, it becomes incumbent upon the group participants to be vigilant regarding preliminary signs of what I call “centripetal” tendencies. Looking for subtle signs of behavior which may be suggestive of both the affective (emotional), and cognitive (thinking) precursors which can result in non productive patterns. The following guide is intended to assist each group in the early detection of detracting group behaviors, in order to resolve them in a timely manner.

To some extent, what I am asking groups to do may be somewhat at odds with western cultural bias toward autonomy and independence. Nonetheless, there are times in work or in life, where even these highly valued traits require some modification and compromise. Otherwise, we may find it difficult to get along with others, and get things done.

Red Flag Signs of impending trouble include, but may not be limited to, the following:

1. Avoidance and/or withdrawal behavior- doing ones “own thing” by being unresponsive to group challenges and demands.
2. Blocking behaviors- counterproductive or distractive behaviors during group meetings. This can be verbal or non verbal behaviors.
3. Defensiveness- when challenged regarding their level of contribution, an aggrieved party may feel they have too many other obligations and excuses which prevent them from pulling their share of the group work. This sort of “Obstacle-itis” interferes with group contributions.
4. Anger- feeling frustrated at not being able to go at their own pace, they may feel stifled by the group experience. This sometimes leads to the following.
5. Attacking behavior-verbal or non verbal behavior which is perceived to be hostile or derogatory by other group members.

One of the remedies for avoiding some of these problems is to continue to focus on the objective standards required for the group. That is, focus should be on whether each student’s contribution is accurate, relevant, clear, logical, significant, etc… this should ring a bell.

Although it may be difficult a times, continue to work through the resistance that these group activities sometimes create. Remember, only through resistance do we have an opportunity to become stronger. Most importantly, seek guidance and advice early on if these behaviors should begin to emerge. Good luck in your challenge.
The materials for the course will be required and available to you through an online store called iChapters. You are required to purchase chapters either from this site, or a hardcopy of the book from the bookstore for this course.

1. **STEP ONE - ACCESS TO THE CHAPTERS:**

You can access the website and print the chapters from the computer labs on campus, at both the main campus and the Kent campus. The school’s technical department has already installed the “unsealer” software, and you can go directly to the website to access your digital content.

You should also be able to access the website and print the chapters from your own computer. The computer you use will need the correct viewer software. In order to view the eBook and eChapter you need to purchase, you must first download and install the viewer or “unsealer” software. The viewer software uses a Digital Rights Management (DRM) program to protect copyrighted content. This software prevents book content from being copied, forwarded, shared, or used in an unauthorized manner. Installing the viewer software should be a quick and easy process. Go to this link for more instructions on how to download the viewer software: [http://www.ichapters.com/market/faq.html](http://www.ichapters.com/market/faq.html). Be sure you do this BEFORE you access your digital content for the first time. This iChapters Walk-Through provides information provided by the publishing company to help you with the downloading for both a Windows machine and a Macintosh machine:

**iChapters Walk-Through**

Please make sure that you meet all of the minimum requirements for your system by going to the following website: [http://www.ichapters.com/market/faq.html](http://www.ichapters.com/market/faq.html)

**Adobe Reader 9 is currently not supported by the Unsealer. If you need to install Adobe Reader 8 please go to the following website to install this version: [http://www.adobe.com/products/acrobat/readstep2_allversions.html](http://www.adobe.com/products/acrobat/readstep2_allversions.html)**

After purchasing your chapters please do the following to install and open your chapters.

**Windows Machine**

**You must be an Admin on your computer in order to install the Unsealer, if you are not please contact the administrator and get the permissions added**

1) Go to [http://www.ichapters.com](http://www.ichapters.com) and click on the eBook Access link that is on the bottom of the screen.
2) Select the “Install Unsealer” button under the Step 1 heading.
3) A new window should pop-up and make sure that platform reflects your operating system (if using Vista you will have to select that option). Within the window select the Download button. If prompted to “Save” or “Run” choose Run.
4) Make sure that all Windows Office and Adobe applications are turned off before installing. Once it finishes downloading it should automatically start the installation file. Follow prompts given by the installer.
5) Once installed go back to the Sealed Content page and click the “Sealed Media Check System” button. If you are using Internet Explorer as your web browser then you should see a tropical fish. If you are using a different web browser then you will receive a message telling you to view the page in IE.
6) Go to the My Stuff link on the top of the page and login if you are not already. Within this page will be your chapters/eBooks or anything you have purchased.
7) You will click on the “Open” button next to the chapter title on the right. If a page appears saying that the Unsealer plug-in could not be detected and you saw the fish please click on the button “Don’t Ask Again” and open the chapter again.
8) If you are prompted for a username/password you will enter in the same information you used to sign into iChapters.com (most likely your e-mail address as your username). Also, check-mark the Login Automatically box so that you can view your chapters offline for 60 days.