COURSE SYLLABUS

MGT 6614 A | Spring 2027 | Law for Entrepreneurs | 3 Hrs.

INSTRUCTOR INFORMATION

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Office Location:	George Tower, 864A
Office Hours:	By appointment (i.e., on campus and/or via Zoom). Occasionally, I will announce Zoom sessions in which you can "drop in" and ask questions, or just listen in.

GENERAL COURSE INFORMATION

Course Description

This course examines the legal and ethical aspects of entrepreneurship. Topics include entity formation, intellectual property, employment, finance, and compliance and liability management. The course covers real-world case studies and practical issues faced by founders and startup counsel. By the end of the course, students will have a strong foundation in legal considerations relevant to early-stage ventures.

Course Learning Objectives

By the end of the course, you should be able to:

- Given a set of facts for various business scenarios, identify potential legal issues related to the subjects above, determine the relevant rules of law and ethical issues, apply and analyze the legal and ethical principles.
- Describe the legal and ethical issues faced by entrepreneurs as they start, grow, run, and exit their business.

Prerequisites and/or Corequisites

There are no prerequisites, but a basic familiarity with U.S. constitutional principles, political science, ethical theories, and business terminology may be helpful. Additionally, MGT 6509 (Legal and Ethical Business) can be helpful.

Course Textbook and Additional Materials and Resources

The Entrepreneur's Guide to Law and Strategy, 5th Ed., Bagley & Dauchy, electronic "MindTap" edition. Instructions for purchasing a license will be announced. Also available through the bookstore. Other links to articles, cases, recordings, and slides will be provided via the Canvas LMS.

COURSE SYLLABUS

GRADED COMPONENTS AND GRADING POLICY

Exam 1 (45%)

- Multiple choice and true-false questions; may be in-class paper exam, or on-line via Honorlock depending on progress. I often arrange for extra time and alternative dates.

Exam 2: (45%)

- Multiple choice and true-false questions; may be in-class paper exam, or on-line via Honorlock depending on progress. I often arrange for extra time and alternative dates.

Optional Cumulative Final Exam

- Multiple choice and true-false questions; may be in-class paper exam, or on-line via Honolock depending on progress. I often arrange for extra time and alternative dates.
- You may opt out of this exam if you are satisfied with your grade before the final exam. Since it is cumulative, **your final exam grade will replace your pre-final exam average** (your Assignments grade remains unchanged).
- There is **no penalty** for taking the exam - taking the exam will not lower your grade.
- Example: Your average of Exam 1 and Exam 2 is a 73. If you take the final and obtain a 92, that is your new exam average; but if you get a 70, your exam average stays at 73.

Written Assignments (10%)

- Each week, I will provide a 3-5 assignments each consisting of one or more cases/articles which we will discuss in class. You should read all assignments, but for each module, you will choose 1 assignment to submit **a ½–1 page case brief (or article summary).** You must complete **10 assignments by semester's end (1% each);** I will provide more detailed instructions and examples of how to submit, when to submit, and what is considered acceptable work product.
- You will have plenty of opportunities to complete these assignments so late submissions will not be accepted. Please contact me as soon as possible to discuss any particular circumstances (e.g., funerals, illnesses, family emergencies, or institute functions requiring extensive travel or commitment).
- You **may discuss assignments and collaborate with others**, but you must submit your own work product individually. Use of Artificial Intelligence (AI) is addressed below.

Practice Quizzes (Ungraded)

- **Practice quizzes will not be graded**. The questions will provide an idea of what to expect from exams, which will include some variation of the sample questions, and some questions with fact patterns that will be longer.

Attendance and Participation (Ungraded, but considered for Extra Credit)

- I expect and encourage you to attend class in person whenever possible. I do not take attendance for grading purposes, but I do consider your attendance when determining whether to grant you a chance for extra credit. I will strive to make lectures available via Zoom and to post recordings on Canvas; however, due to occasional technical limitations, this cannot be guaranteed. The course will include **in-class discussions**, and may also include collaborative discussions via Canvas. In my experience, students perform better when they are physically present and actively engaged. In-person attendance also leads to stronger discussions and provides valuable opportunities for professional networking – this is one of the most beneficial aspects of the college experience.
- I excuse absences for "approved Institute activities" (e.g., field trips and athletic events) and religious observances. Read more about approved exceptions. I will also accommodate events like the All-Majors Career Fair and job interviews.
- If weather-related events affect campus operations, we will pivot to digital instruction (e.g., via Zoom). Read more about the policy regarding the requirements, procedures, and responsibilities related to Digital Learning Days for Modified Campus Operations.
- Students may use laptops or mobile devices in the classroom, except during in-class exams. Please be mindful not to distract your fellow classmates.

Extra Credit Opportunity

Extra credit is awarded **at my discretion** and may raise your final grade. To be eligible:

- You must have a **perfect Written Assignments score**.
- Your final course average must be **within one point of a grade cutoff**, including any applicable curve (e.g., an 87 if the cutoff for an A is 88).
- You must complete an **extra-credit assignment**

In addition, I must be satisfied with your **attendance and engagement**, which will be based upon:

- Attendance, including responsiveness when called upon in class (including during Zoom participation).
- Participation in group discussions, whether in person, via Zoom, or on Canvas.

Discussion-based Final Exam

If your final class average is below a C, you will be eligible to boost your final grade up to a C with a Q&A session (some professors call this an oral exam) in which you must demonstrate knowledge of core concepts of this course, as well as complete an extra credit assignment. Although I've never used this option, it exists because I recognize that multiple choice exams are not necessarily the only way to gauge the understanding of content.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale and Georgia Tech's interpretation of grades, in accordance with Georgia Tech's grading system:

A 90-100% - Excellent (4 quality points per credit hour)
B 80-89% - Good (3 quality points per credit hour)
C 70-79% - Satisfactory (2 quality points per credit hour)
D 60-69% - Passing (1 quality point per credit hour)
F 0-59% - Failure (0 quality points per credit hour)

GT does not use +/- grades. I occasionally curve grades upward (e.g., 88 may round to an A). I do **not** curve downward.

ADDITIONAL COURSE POLICIES

Course Schedule

I will provide a list of topics that will be covered and the expected number of classes in which those topics will be covered. Occasionally, we may spend more time on a topic than planned, or new topics may arise based on current events or class needs. This course schedule will also have exam dates, as well as note any official school holidays. Any changes will be announced in class and/or via Canvas.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Teaching Philosophy

The standard I set for myself is that by the time you graduate, you will consider me one of the best professors at Georgia Tech, and for this course to be among your most valuable. My teaching experience began in 1995 and includes being a TA, substitute, and lecturer. My approach is mainly based on being a GT student for 7 years and law student for 10. I learned a lot from my former professors. I don't repeat practices I found unfair or ineffective, and I adopted practices that inspired me and facilitated my learning and teaching. I routinely learn from other professors, review your feedback, and seek to improve your learning experience from semester to semester.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct. Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations. The Honor Code permits instructors to define allowable levels of collaboration and use of external resources, including AI. The permitted forms of collaboration and resource use for this course have been described above, and AI use is described below.

Use of Artificial Intelligence (AI)

Modern professionals must be able to use AI critically, skillfully, and cautiously.

- Use of online resources (Google, websites, etc.) and AI tools (e.g., ChatGPT, Microsoft Copilot) **are permitted** for Writing Assignments. You may use AI to help assemble case summaries and briefs efficiently; however, **you are responsible for the content, accuracy, and quality of your submissions**. If you use AI to assist with your assignment, please indicate so.
- AI use is permitted in group discussions (in-class and on Ed Discussion).
- **Use of electronic devices will not be permitted on any exams**.

Posting of Class Materials on Other Platforms

Posting or facilitating the posting of class materials – including lecture slides, outlines provided for your use, lecture recordings, videos, or exam questions – on publicly accessible or for-profit platforms (e.g., Course Hero, Studocu, Course Sidekick) is **not permitted**. You may, however, share notes or outlines that you have created independently.

Canvas LMS

The Canvas Learning Management System (LMS) will be used to post course announcements, assignments, and course content. Please ensure that you set up your notifications properly to forward any announcements to your GT email; likewise, if you respond via Canvas, your message should forward to my email. Also, unless directed otherwise, assignments will be submitted through Canvas. For Canvas content and technical support, check the Canvas Student Quick Guides. Canvas offers support 24 hours per day, 7 days per week to all Georgia Tech faculty, staff, and students. The easiest way to contact Canvas Help is by clicking the "Help" button within the Global Navigation on the left in Canvas (gold vertical bar) as well as the following ways:

- Canvas Support Hotline (Students)- 1-877-259-8498
- Chat with Canvas Support (Students). Live chat with Canvas Support!
- **Email:** support@instructure.com

If you experience any other technical issues, please contact Digital Learning Support for assistance.

Electronic Mail

Electronic Mail: Your GT-assigned student email account is the **official means of communication** between GT and its students. You're responsible for all information sent to your GT email account, including Canvas announcements and all forwarded content, including attachments. To remain informed of GT communications, you're expected to check your official email account and other electronic communications **regularly and consistently**. Preferably, for this course, please have your email subject contain the tag "**MGT6614sum2026**" to facilitate the ease of being able to find your email and identify your section cohort.

Online Student Conduct and (N)etiquette: posts that are not collegial or do not comply with these guidelines may be removed:

- **Read first, write later.** Read the entire set of posts or comments on a discussion board before posting to avoid repetition or questions that have been addressed.
- **Be professional.** Written communication can be misinterpreted, so review emails and posts before submitting. Humor and sarcasm may not translate well - aim to be clear, respectful, and professional.
- **Follow internet conventions.** Writing in "all caps" is perceived as shouting; emoticons may be used sparingly to convey tone, but should not replace clear communication.
- **Respect privacy.** Do not share a classmate's email address or personal information without permission.
- **Manage file sizes.** If your message bounces due to attachment size, you can link to cloud storage (such as OneDrive or Dropbox).
- **No inappropriate material.** Do not forward chain letters, jokes, pornography, or otherwise inappropriate material.

Student Well-Being

Your well-being matters. If you need assistance, please feel free to speak with me or make use of At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well. Many support resources are also accessible via the "GT Student Resources" link on the Canvas course page. More resources on supporting student well-being on the syllabus and beyond are available through the Learning Well Initiative webpage.

Graduate Student Academic and Professional Success Resources

The Office of Graduate and Postdoctoral Education website contains many resources. Specific information for current graduate students include: Academic Resources such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance; Graduate Student Resources such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and Professional Development such as the programming from the Career Center and other professional development resources and events.