

## Syllabus for: **Business Law**

<b>Semester &amp; Year:</b>	Spring 2016
<b>Course ID and Section Number:</b>	BUS 18 K9978
<b>Number of Credits/Units:</b>	4.5 TLU's / 3 units
<b>Day/Time:</b>	Mon/Wed: 2:50 pm – 4:15 pm
<b>Location:</b>	Klamath Trinity RM 2 Live and Telepresence (streaming with interactive video)
<b>Instructor's Name:</b>	Eli Naffah
<b>Contact Information:</b>	Email: eli-naffah@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b>	Fundamental legal principles pertaining to business transactions. This course is an introduction to the legal process in a business setting. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.
<b>Student Learning Outcomes (as described in course outline) :</b>	<ol style="list-style-type: none"><li>1. Explain legal concepts relevant to business.</li><li>2. Use reference sources to gather information on legal concepts relevant to business.</li><li>3. Apply legal concepts to analyze factual business scenarios.</li></ol>
<b>Special Accommodations:</b>	College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.
<b>Academic Honesty:</b>	In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <a href="http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf">www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf</a> Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.
<b>Faculty Initiated Drop:</b>	Note that students may be dropped from the class for inactivity and insufficient participation in the class (i.e. not taking exams, not submitting course work, not attending class on a regular basis, etc.)
<b>Academic Support:</b>	Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising & educational planning, <a href="#">Academic Support Center</a> for tutoring & proctored tests, & <a href="#">Extended Opportunity Programs &amp; Services</a> , for eligible students, with advising, assistance, tutoring, and more.

## **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### ➤ **Emergency Procedures**

- Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review [www.redwoods.edu/safety.asp](http://www.redwoods.edu/safety.asp) for information on campus Emergency Procedures.
- During an evacuation:
  - Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
  - Once outside, move to the nearest evacuation point outside your building.
  - Keep streets and walkways clear for emergency vehicles and personnel.
  - Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities.

## Text Required:

Miller, Roger LeRoy ***Business Law: Text and Cases, An Accelerated Course***  
(Stamford, CT: Cengage Learning, 2015) ISBN#: 978-1-285-77019-2.

## Grading:

Class Participation	10%	Briefs and Presentation	10%
Shark Tank Report	10%		
Mid-Term Exam	35%	Final Exam	35%

1. **Class Participation:** All students will be expected to participate in answering and commenting on discussion questions in class. This is an opportunity for all students to discuss business law issues, and to express their opinions. An open forum for legal discussion means that all students should feel free to express their opinions and respect the opinions of others.
2. **Briefs and Presentation:** All students will be assigned some cases to brief. In this process students prepare a written summary of the cases, and orally introduce them to the class. See the format for briefing cases on the last two pages of this syllabus. Complete typed case briefs for the 3 cases in your assigned chapter, plus complete typed responses to the 4 legal reasoning questions at the end of the case entitled "case analysis".
3. **Shark Tank Report:** Watch a new episode of Shark Tank (January-March 2016), on ABC-TV or on [www.abc.com](http://www.abc.com). Prepare a 3-5 page report, double-spaced, no particular format required. Comment on what transpired on the show, whether or not you agreed with the individual Sharks, and what would you have done if you were a Shark on the show.
4. **Mid-Term Exam:** The exam will cover course materials (reading assignments, lecture notes, discussion topics, etc) for Chapters 1 through 11. The exam is 90 minutes (1 1/2 hours) long, consisting primarily of multiple choice, true-false, and short-answer essay questions.
5. **Final Exam:** The exam will cover course materials (reading assignments, lecture notes, discussion topics, etc) for Chapters 12 through 19. The exam is 90 minutes (1 1/2 hours) long, consisting primarily of multiple choice, true-false, and short-answer essay questions.

## Class Calendar

- 1/16 *Classes Begin*
- 1/29 *Last day to Drop & Receive Refund*
- 1/29 *Last day to Drop Without a "W"*
- 2/1 *Census Date*
- 4/1 *Last day for Student Initiated Withdrawal (W)*
- 4/1 *Last day for Faculty Initiated Withdrawal (W)*  
*(due to insufficient class participation)*
- 5/13 *Classes End*

## Course Syllabus

**Text:** Miller, Roger LeRoy *Business Law: Text and Cases*, An Accelerated Course (Stamford, CT: Cengage Learning, 2015)

**\*\*\*\*\*Note that the following course syllabus may be subject to change! Also note that Chapters covered in class may vary, therefore try to read ahead to be prepared for class discussion!**

<u>Dates</u>	<u>Chapters</u>	<u>Subject Material</u>	<u>Pages</u>
1/20	1	Law and Legal Reasoning	1-27
1/25 1/27	2	Business & the Constitution	28-48
2/1 2/3	3 – 4.4	Courts and Alternative Dispute Resolution; Torts	49-83
2/8 2/10	4.5 - 5	Torts; Intellectual Property Rights	83-114
2/15		NO CLASS – President’s Day	
2/17	6	Internet Law, Social Media, and Privacy	115-131
2/22 2/24	7	Criminal Law and Cyber Crime	132-157
2/29 3/2	8 – 9	Business Ethics; Contract Nature and Terminology	158-193
3/7 3/9	10 – 11.1	Agreement in Traditional and E-Contracts; Consideration	194-222
3/14 3/16		NO CLASSES – Spring Break	
3/21	11.2- 11.3	Capacity and Legality	222-235
3/23		<b>Mid-Term Exam (Wed. 2:50-4:15 pm)</b>	
3/28 3/30	12 -13.2	Defenses to Contract Enforceability; Third Party Rights	236-266
4/4 4/6	13.3 – 14.3	Contract Discharge; Breach of Contract and Remedies	266-290
4/11 4/13	14.4 – 16.1	Breach of Contract and Remedies; Formation of Sales and Lease Contracts; Performance of Sales and Lease Contracts	290-325

4/18 4/20	16.2 – 17.4	Breach and Warranties of Sales and Lease Contracts; Agency Relationships in Business	325-359
4/25 4/27	17.5 – 18.2	Agency Relationships in Business; Sole Proprietorships and Partnerships	359-384
5/2 5/4	18.3 – 19	Limited Liability Companies; Corporations	384-424
5/9		<b>Final Exam (Mon. 3:15-5:15 pm)</b>	

### Format for Briefing Cases

- *Case Title:*  
\_\_\_\_\_ v. \_\_\_\_\_
- *Facts:*  
Summarize the relevant facts to the case. (i.e. 3-6 sentences)
- *Issue:*  
What is the main issue that the court is addressing; phrase it as a question “?”.  
(1 sentence)
- *Rule of Law:*  
What is the court’s decision, and answer to the question.  
(usually 1 sentence, can start with yes or no)
- *Reasoning:*  
What is the court’s analysis and reasons for coming up with the rule of law in response to the issue posed? (i.e. 4-10 sentences)

*[Note that the case brief is normally between ½ to 1 page typed]*

## **BUS-18: Sample Legal Brief**

### **Goss v. Lopez**

**Facts:** Students in the Columbus, Ohio, public schools brought this suit. The students claimed that their constitutional right to due process had been violated when they were suspended temporarily without a hearing prior to their suspensions. The Ohio Code provides for free education for all students between the ages of six and twenty-one. Principals may suspend students for misconduct for up to ten days or expel them. In such cases, the school officials must notify parents of the suspension or expulsion within twenty-four hours and include a notice of the reasons. Suspended students may appeal to the board of education. The suspensions of the ten students, who brought this action, occurred during a period of widespread unrest in the Columbus public schools.

**Issue:** Whether students may be suspended for ten days or less without due process of law.

**Rule of Law:** Suspensions of ten days or less are not de minimis. Due process is required before school officials can suspend students.

**Reasoning:** Under Ohio law, the plaintiffs had a right to public education; therefore, school officials must accord them due process before depriving them of protected interests. Schools have broad authority to establish and enforce standards of conduct; however, such authority is subject to constitutional limitations. Students have a property interest under the Fourteenth Amendment to an education. The court reasoned that “the State is constrained to recognize a student’s legitimate entitlement to a public education as a property interest which is protected by the Due Process Clause and which may not be taken away for misconduct without adherence to the minimum procedures required by that Clause.” The Due Process Clause also protects liberty interests to a good name and reputation from arbitrary action by the state. Short suspensions are less intrusive on students’ rights than are expulsions; however, exclusion from the educational system for ten days is not de minimis.

In order to protect property and liberty interests, courts cannot permit school systems to impose suspensions in any way they deem appropriate. If due process applies, what process is due? Due process requires notice and a hearing prior to suspension for ten days or less. A hearing consists in giving the student “an opportunity to explain his/her version of the facts.”