

Course Information

Semester & Year: Spring 2020
Course ID & Section #: BUS-18-E8893
Instructor's name: Eli Naffah
Day/Time or *Online: M/W 6:00-7:25 pm
Location or *Online HU 129
Number of units: 3 units, 4.5 TLU's

Instructor Contact Information

Office location or *Online: HU 119
Office hours: M/W 5:25-5:55 pm
Phone number: Send email to set up appointment
Email address: eli-naffah@redwoods.edu

Required Materials

Textbook title: Business Law: Text & Cases, Accelerated Course
Edition: 14th edition
Author: Miller, Roger LeRoy
ISBN: 978-1-337-11671-8
Other requirement: None

Catalog Description

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.

Course Student Learning Outcomes

1. Explain legal concepts relevant to business.
2. Use reference sources to gather information on legal concepts relevant to business.
3. Apply legal concepts to analyze factual business scenarios.

Evaluation & Grading Policy

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 (case briefs), and orally introduce one case 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 3 legal reasoning questions at the end of the case entitled "case analysis".

3. Shark Tank Report: Watch a new episode of Shark Tank (January-April, 2020), on ABC-TV or on 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 1-9, 13-14. 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 10-12, 15-19. The exam is 90 minutes (1 1/2 hours) long, consisting primarily of multiple choice, true-false, and short-answer essay questions.

Grading Scale: A=93-100; A-=90-93; B+=87-90; B=83-87; B-=80-83; C+=77-80; C=70-77; D=60-70; F=below 60

Faculty Initiated Drop: 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, etc.)

Prerequisites/Co-requisites/ Recommended Preparation

Students must be able to utilize programs such as Microsoft Word.

Students must possess or have access to a reliable personal computer.

Special Accommodations Statement

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 **Disability Services and Programs for Students**. Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Student Feedback Policy

Office hours are available on Mondays and Fridays from 5:25-5:55 pm. Instructor is readily available via email.

Exams

Exams are taken in class.

Student Accessibility Statement and Academic Support Information

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

Academic Honesty

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:

<https://www.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=ARKSTR7410A2>

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.

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:

<https://www.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=ARKSTR7410A2>

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Emergency Procedures

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Admissions deadlines & enrollment policies

Spring 2020 Dates

- *Classes begin: 1/18/20*
- *Martin Luther King Jr. Day (all-college holiday): 1/20/20*
- *Last day to add a class: 1/24/20*
- *Last day to drop without a W and receive a refund: 1/31/20*
- *Census date: 2/3/20 or 20% into class duration*
- *Lincoln's Birthday (no classes): 2/14/20*
- *Last day to petition to file P/NP option: 2/14/20*
- *President's Day (all-college holiday): 2/17/20*
- *Last day to petition to graduate or apply for certificate: 3/05/20*
- *Spring break (no classes): 3/16/20-3/21/20*
- *Last day for student-initiated W (no refund): 4/3/20*
- *Last day for faculty initiated W (no refund): 4/3/20*
- *Final examinations: 5/9/20-5/15/20*
- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Course Syllabus

Text: Miller, Roger LeRoy *Business Law: Text and Cases, An Accelerated Course* 14th Edition (Boston, MA: Cengage Learning, 2018)

Available MindTap feature: see Preface pages xiii-xiv.

*****NOTE THAT THE FOLLOWING COURSE SYLLABUS MAY BE SUBJECT TO CHANGE!*****

FOR CASE BRIEFS AND PRESENTATIONS, BE PREPARED IN ADVANCE SINCE WE MIGHT BEGIN CHAPTERS PRIOR TO THE ASSIGNED DATES BELOW!

<u>Wk</u>	<u>Date</u>	<u>Chapters</u>	<u>Subject Material</u>	<u>Pages</u>
1	1/20	NO CLASS	Martin Luther King Day	
	1/22	1.1 – 1.6	Law and Legal Reasoning	2 – 25
2	1/27	2.1 – 2.4	Business and the Constitution	26 – 44
	1/29	3.1 - 3.3	Courts	45 – 59
3	2/3	3.4 – 4.2d	Alternative Dispute Resolution; Tort Law	59 - 70
	2/5	NO CLASS	Personal Day (Optional Extra Credit Report on Tariffs vs. Free Trade in a Global Economy)	

4	2/10	4.2e – 4.3	Tort Law (continued)	70 - 80
	2/12	4.4 – 4.5	Tort Law (continued)	80 – 88
5	2/17	NO CLASS	Presidents' Day	
	2/19	5.1 - 5.4	Criminal Law	89 - 103
6	2/24	5.5 – 6.1	Criminal Procedures & Cyber Crime; Business Ethics	103 – 117
	2/26	6.2 – 6.5	Business Ethics (continued)	117 - 130
7	3/2	13.1 – 13.5	Intellectual Property Rights	246 – 265
	3/4	14.1 - 14.6	Internet Law, Social Media, and Privacy;	266 - 282
8	3/9	7.1 – 7.5	Nature and Terminology (of Contracts)	132 - 146
	3/11	8.1 – 8.4	Agreement in Traditional and E-Contracts	147 – 165
9	3/16	NO CLASS	Spring Break	
	3/18	NO CLASS	Spring Break	
10	3/23	9.1	Consideration	166 - 174
	3/25	9.2 – 9.3	Capacity and Legality	174 - 188
11	3/30	EXAM	Mid-Term Exam (6:00 – 7:25 pm)	
	4/1	10.1 – 10.6	Defenses to Contract Enforceability	189 - 207
12	4/6	11.1 – 11.3	Third Party Rights and Discharge	208 – 227
	4/8	12.1 - 12.5	Breach of Contract and Remedies	228 – 243
13	4/13	15.1 - 15.4	Formation of Sales and Lease Contracts	283 – 305
	4/15	16.1 – 16.2	Performance and Breach	306 - 314
14	4/20	16.3 – 16.4	Warranties in Sales & Lease Contracts	314 - 330
	4/22	17.1 – 17.6	Agency Relationships in Business	332 - 353
	4/22		Shark Tank Report Due	
15	4/27	18.1 – 18.4	Small Businesses and Limited Liability Companies	354 - 374
	4/29		Small Businesses and LLC's (continued)	
16	5/4	19.1 - 19.6	Corporations	375 - 400
	5/6		Corporations (continued)	
17	5/11	EXAM	Final Exam (5:30 – 7:30 pm)	

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. 4-8 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.”