

SYLLABUS



BSAD 341 Business Law
Fall 2020

BSAD 341 Business Law

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Introduction to general legal principles concerning business organizations, property laws, employment regulation, agency laws, business torts and crimes, constitutional law, regulation of negotiable instruments and contracts, and the Uniform Commercial Code.

Required Text/Material

Miller, Roger LeRoy, Business Law Today, The Essentials: Text and Summarized Cases, 10th Edition, 2012, ISBN 978-1133191353.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. The student will leave this course with an understanding of what business ethics is, what kinds of issues it deals with, and how business ethics issues can be analyzed. The goal is not unanimity of opinion—on almost all issues in this course, there will be genuine disagreement about the appropriate answer. The goal is to learn how to analyze these questions and how to be able to justify one's answer in rational terms. To achieve this goal, you'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via online discussions, writing case analysis, and taking quizzes and a mid-term and final exam.

A recommended weekly schedule to divide your time is provided

Readings: 3 hours
Accessing instructional material: 1 hour
Interactive Discussions: 1 hour
Studying for Quizzes and Exams: 2 hour
Writing case analysis: 2 hour

Program Learning Outcomes

1. Students will identify the major theory and concepts of business across business functional areas.
2. Students will incorporate relevant quantitative and qualitative data in the analysis.
3. Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business issues.
4. Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
5. Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, ethics, accountability, and experience positive Christian growth.

Student Learning Outcomes

1. Describe the court and court procedures and the regulation of business by government.
2. Understand how to set up various business organizations and deal with liability issues
3. Understand how to operate a business in accordance with the various applicable state and federal statutes as well as with the rules and regulations of Administration law.
4. Understand how to operate a business in accordance with the various applicable state and federal statutes
5. Evaluate how to operate a business in accordance with the mandates of the U.S. Constitution
6. Analyze whether a business is operating in accordance with the accepted rules of business ethics and the Christian principles of approaching business.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, participating in discussion forums, writing case analysis, taking quizzes, and a mid-term and final exam. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't

already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Case Analysis

There are five case analyses. Students should address the general aspects of the case based on the indicated questions.

Case Analysis will be graded based on the Writing Evaluation Rubric.

Quizzes

20 T/F questions addressing all unit Chapters assigned content. For assessment of quizzes, see the Letter Grade Assignment.

Discussion Forums

Each week we will have weekly discussions. APA citing is required. A post should be at least one paragraph long. Please post 2 posts per discussion. 1 post is your initial post (response) plus one post to a fellow classmate. It is vital to follow the samples, go in depth and cite or points are lost. Please do not post outside questions on the Discussion board either. Feel free to use email for questions.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in

the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics

Rubric for Writing Evaluation

SCORE	PURPOSE AND AUDIENCE Weight: 25%	ORGANIZATION Weight: 25%	DEVELOPMENT Weight: 25%	LANGUAGE Weight: 25%	Total Score
A 90-100 Points	Addresses purpose effectively, uses assignment to explore topic's intrinsic interest, shows full understanding of issues, engages audience, establishes credibility, uses headings, format and citation in APA style (where relevant) effectively	Focuses consistently on clearly expresses central idea, uses paragraph structure and transition guide reader effectively	Explores ideas vigorously, supports points fully using a balance of subjectivity and objective evidence, reasons effectively making useful distinctions.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively	
B 80-89 Points	Adheres to purpose, Fulfills assignment, shows adequate understanding of key issues, style is appropriate to intended audience, presentation is readable, format is correct.	Central idea is clear, paragraph structure is adequate, some problems with consistency, logic or transitions	Supports most ideas with effective examples and details, finds suitable balance between references to personal and external evidence, makes key distinctions.	Word forms are correct, sentence structure is effective, applies standard English grammar and mechanics	
C 70-79 Points	Waivers in purpose, incompletely addresses assigned topics or directions, shows more need to examine issues, style varies, and visual presentation is ragged.	Loose focus on central idea, contains some repetition and digression, structure needs work	Presents ideas in general terms support for ideas is inconsistent or unsuitably personal or distant, some distinctions need clarifications, reasoning unclear.	Word forms and sentence structures are adequate to convey basic meaning, errors cause noticeable distraction	
D 60-69 Points	Purpose unclear, failure to address topic or directions, weak group of issues, inappropriate style, careless or messy visual presentation	Does not focus on central idea, contains many repetitions and digression, very weak structure.	Most ideas unsupported, confusion between personal and external evidence, unclear use of distinctions or levels of generality	Word use is weak, sentence structures are uneven, errors are very distracting	
F 59-0 Points	Purpose unclear, does not address topic or directions, does not address issues, inappropriate style, careless or messy visual presentation	No central idea, no clear logic or focus, many repetitions or digressions, lack of structure	Ideas are unsupported, confusion between personal and external evidence, no distinctions between levels of generality,	Word use is unclear, sentence structures inadequate for clarity, errors seriously distracting	

Exams

There are 2 exams for this course. The midterm exam covers material from Lessons 1-8 and is made up of multiple-choice questions and worth 100 points. You will be allowed 120 minutes to take this exam. The midterm exam is worth 20% of your grade. The final exam covers material from Lessons 9-16 and is made up of multiple-choice questions and worth 80 points. You will be allowed 120 minutes to take this exam. The final exam is worth 20% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24-27	Summarize Sources of American Law, Common Law, and Classifications of Law. Analyze the Constitutional Powers of Government	Ch. 1 The Constitutional Foundation	Introduction Discussion Forum 1 Due Thurs, Sept 3, 11:55pm	SLO 1, 3
2 Aug 28 – Sept 3	Examine ADR and the Judiciary's Role in American Government.	Ch. 3 Courts and Alternative Dispute Resolution Ch. 4 Torts and Cyber Torts	Quiz 1 Due Thurs, Sept 3, 11:55pm	SLO 2, 5
3 Sept 4-10	Distinguish between Trademarks, patents, and Copy Rights.	Ch. 5 Intellectual Property and Internet Law		SLO 2, 5
4 Sept 11-17	Illustrate the differences between Civil and Criminal Law. Describe Defenses to Criminal Liability and the Criminal Process.	Ch. 6 Criminal Law and Cyber Crime (pg. 159-181)	Discussion Forum 2 Case Analysis 1 Quiz 2	SLO 2, 5, 6
5 Sept 18-24	Classify Computer and Cyber Crime, as well as Cyber Crime against Persons and Property. Distinguish methods used to fight Cyber Crime	Ch. 6 Criminal Law and Cyber Crime (pg 182-192)	Case Analysis 2	SLO 5, 6

Week	Lessons	Readings	Assignments	Outcomes Met
6 Sept 24 – Oct 1	Identify the stages of Ethical Decision making Evaluate Ethical Transgressions by Financial Institutions	Ch. 2 Ethics and Business Decision Making	Discussion Forum 3 Quiz 3	SLO 5, 6
7 Oct 2-8	Describe the nature and classes of contracts, what constitutes offer and acceptance as well as defective agreements	Ch. 7 Agreement and Consideration in Contracts (pg 194-201)		SLO 5, 6
8 Oct 9-15	MIDTERM EXAM (CHAPTERS 1-7)			SLO 1-6
9 Oct 16-22	Analyze the capacity to identify illegal agreements and the form of contracts Describe third parties to contracts and the termination of contracts.	Ch. 7 Agreement and Consideration in Contracts (pg 202-226) Ch. 8 Capacity, Legality, and Enforceability	Discussion Forum 4 Quiz 4	SLO 2, 6
10 Oct 23-29	Demonstrate understanding of the scope of the UCC and Articles 2. Outline Formation of Sales and Lease Contracts Explain the types of commercial paper, negotiation and discharge, holders in due course, and defenses. Identify types of Instruments and Requirements for Negotiability	Ch. 10 Sales and Lease Contracts Ch. 13 Negotiable Instruments	Case Analysis 3	SLO 1, 3, 4
11 Oct 30 – Nov 5	Describe Sources and Principles for doing Business Internationally	Ch. 25 International Law in a Global Economy	Discussion Forum 5 Quiz 5	SLO 1, 3, 4
12 Nov 6-12	Explain an Agent's Authority Summarize what an Agency is and how it is created, its liabilities and its operation and dissolution.	Ch. 17 Agency		SLO 2, 4, 6
13 Nov 13-19	Evaluate Discrimination based Age, disability and possible Defenses to Employment Discrimination.	Ch. 18 Employment Law (starting at pg. 530)	Discussion Forum 6 Quiz 6 Case Analysis 4	SLO 2, 4, 6
14 Nov 20-26	Discuss Partnership Formation, Operations, and Termination. Differentiate between Limited Liability partnerships and Limited Partnership.	Ch. 19 The Entrepreneur's Options		SLO 4, 5
15 Nov 27 – Dec 3	Summarize the Securities Act of 1933 and Securities Exchange Act of 1934. Categorize State Security Laws and Corporate Governance.	Ch. 21 Investor Protection, Insider Trading and Corporate Governance	Discussion Forum 7 Quiz 7 Case Analysis 5	SLO 1, 3, 5
16 Dec 4-10	FINAL EXAM (CHAPTERS 7, 8, 10, 13, 17, 18, 19, 21, 25) (Final Exam needs to be completed by Wednesday, Dec 9, 11:59 pm)			SLO 1-6

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
25	Discussions forums (7)
10	Quizzes (7)
25	Case analysis (5)
40	Exams (2)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mvc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your

opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.