

ECBA 223: Business Law II

Prerequisite(s): None

Credits: 3



I. Course Description

This course represents a continuation of Business Law I and further examines the multiple facets of business law, including online commerce. The course emphasizes the basic concepts of how businesses are organized and operate within a legal environment.

II. Course Objectives

At the end of this course, students will be able to:

1. Define terms related to business law
2. Describe the U.S. legal system and its effect on business and online commerce
3. Analyze legal concepts related to business law
4. Analyze situations to determine when laws have been violated
5. Examine the effects that ethical and social responsibilities have on business
6. Conclude when a legal and conscionable contract has occurred
7. Describe the operations of an online business and the laws regulating e-commerce
8. Demonstrate an understanding of state corporation statutes
9. Assess the impact of international laws on business

III. Course Textbooks and Readings

***Students must purchase in advance texts and/or materials for this course.**

Business Law, 10th edition

Henry R. Cheeseman

Pearson

ISBN 13: 9780134728780

NOTE: This book is also used in ECBA 222: Business Law I

IV. Weekly Information

Module One – Week 1

Negotiable Instruments and Digital Banking

Objectives

At the end of this Module, you should be able to:

- 1.1 Identify liable parties in legal cases
- 1.2 Explain the function of negotiable instruments
- 1.3 Analyze the types of negotiable instrument legal cases

- 1.4 Explain the process of electronic transfer
- 1.5 Examine the effects that ethical and social responsibilities have on business.

Reading

Chapter 22: Creation of Negotiable Instruments
Chapter 23: Transferability and Holder in Due Course
Chapter 24: Liability, Defenses, and Discharge
Chapter 25: Checks, the Banking System, and E-Money

Lecture

PowerPoint lessons 22 – 25

Deliverables

Discussion: Introductions / Electronic Fund Transfer Act
Written Assignment: Critical Legal Thinking: Negotiable Instruments
Written Assignment: Contracts and Ethics
Quiz 1

Module Two – Week 2

Debtor-Creditor Relationship, Agency Law, and Employment Law

Objectives

At the end of this Module, you should be able to:

- 2.1 Define the differences between surety and a guarantor
- 2.2 Identify liable parties in legal cases
- 2.3 Discuss the theoretical underpinning of bankruptcy
- 2.4 Describe how a breach of fiduciary loyalty occurs
- 2.5 Examine the effects that ethical and social responsibilities have on business
- 2.6 Define terms related to employment law
- 2.7** Discuss the purpose of employment laws

Reading

Chapter 26: Creditor's and Debtor's Rights
Chapter 27: Secured Transactions and Electronic Filing
Chapter 28: Bankruptcy and Reorganization
Chapter 29: Agency Formation and Termination
Chapter 30: Liabilities of Principals, Agents, and Independent Contractors
Chapter 31: Employment, Worker Protection, and Immigration Laws
Chapter 32: Labor Law and Collective Bargaining

Lecture

PowerPoint Lessons 26 – 32

Deliverables

Discussion: Surety Contract

Written Assignment: Bankruptcy

Written Assignment: Labor Practices

Quiz 2

Module Three – Week 3**Forms of Business Organizations****Objectives**

At the end of this Module, you should be able to:

- 3.1 Define the elements that form a business partnership
- 3.2 Examine major forms of business organizations and the rules that govern them
- 3.3 Explain the advantages and disadvantages of establishing a business in a partnership form
- 3.4 Discuss the steps necessary to establish a nonprofit corporation
- 3.5 Demonstrate an understanding of state corporation statutes by creating a hypothetical corporation

Reading

Chapter 34: Small Businesses, Entrepreneurs, and General Partnerships

Chapter 35: Limited Partnerships and Limited Liability Limited Partnerships

Chapter 39: Limited Liability Companies and Limited Liability Partnerships

Chapter 36: Corporate Formation and Financing

Chapter 37: Corporate Governance and the Sarbanes-Oxley Act

Chapter 38: Corporate Acquisitions and Multinational Corporations

Chapter 39: Limited Liability Companies and Limited Liability Partnerships

Lecture

PowerPoint Lessons 34 - 39

Deliverables

Discussion: Business Partnerships

Assignment: corporation Considerations and Statutes

Quiz 3

Module Four – Week 4

Investor Protection and Online Securities Transactions

Objectives

At the end of this Module, you should be able to:

- 4.1 Identify liable parties in legal cases
- 4.2 Discuss ways to protect against abusive practices of franchisors
- 4.3 Explain federal and state securities laws and regulations
- 4.4 Examine the effects that ethical and social responsibilities have on business
- 4.5 Examine the various types of fraud that can occur in business

Reading

Chapter 40: Franchises and Special Forms of Business

Chapter 41: Investor Protection and Online Securities Transactions

Chapter 42: Ethics and Social Responsibility of Business

Lecture

PowerPoint Lessons 40 – 42

Deliverables

Discussion: Legal and Moral Responsibilities

Assignment: Fraud and Securities

Quiz 4

Module Five – Week 5

Equal Opportunity Employment

Objectives

At the end of this Module, you should be able to:

- 5.1 Define terms related to employment law
- 5.2 Discuss the purpose of employment laws
- 5.3 Describe an unfair labor practice
- 5.4 Examine the effects that ethical and social responsibilities have on business.
- 5.5 Analyze legal cases to determine violation of employment laws

Reading

Chapter 33: Equal Opportunity in Employment

Lecture

PowerPoint Lesson 33

Deliverables

Discussion: Santa and the EEOC
Assignment: Discrimination Laws
Quiz 5

Module Six – Week 6**Antitrust Law****Objectives**

At the end of this Module, you should be able to:

- 6.1 Define terms related to antitrust law
- 6.2 Discuss the purpose of antitrust laws
- 6.3 Discuss how antitrust laws can be violated

Reading

Chapter 46: Antitrust Laws and Unfair Trade Practices

Lecture

PowerPoint Lesson 46

Deliverables

Discussion: Antitrust Laws and How They Protect The Public
Assignment: Antitrust Laws
Quiz 6

Module Seven – Week 7**International and Comparative Law****Objectives**

At the end of this Module, you should be able to:

- 7.1 Define terms related to international and comparative law
- 7.2 Discuss various international laws
- 7.3 Explain advantages of using alternative dispute resolution in foreign countries
- 7.4 Examine legal cases to determine whether the Act of State Doctrine applies

Reading

Chapter 54: International and World Trade Law

Lecture

PowerPoint Lesson 54

Deliverables

Discussion: The Act of State Doctrine

Assignment: International Laws

Final Exam

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

40% Writing Assignments

20% Discussion Boards

20% Quizzes

20% Final

100 %

Grading Scale and Assigned Letter Grades

The College of Adult and Professional Studies follows the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 93-100

B+=90-92

B = 83-89

C = 75-82

F = Below 75

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words

- ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = <60

Undergraduate Discussion Board Rubric – Introduction (First week only)

<u>Criteria</u>	<u>Minimal</u>	<u>Effective</u>
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

<u>Initial Post Rubric</u>	<u>Content</u>	<u>Support & References</u>	<u>Mechanics & Length</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 200 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post 178-200 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source. • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

<u>Peer Response Rubric</u>	<u>Content</u>	<u>Support & References</u>	<u>Mechanics & Length</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 150 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 133-150 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree..." • Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 118-132 words • A few writing errors.
Minimal 0-69%	<ul style="list-style-type: none"> • Shows minor comprehension of concepts and viewpoints from peers. • Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format 	<ul style="list-style-type: none"> • Post 0-118 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

<u>Assignment Rubric</u>	<u>Critical Thinking</u>	<u>References & Organization</u>
Mastery 90-100%	<ul style="list-style-type: none">• Relevant use of vocabulary throughout• Demonstrates superior knowledge of concepts and theories• Addresses problem/issue directly• Demonstrates active critical thinking relevant to problem identification and effective solutions	<ul style="list-style-type: none">• Professional writing structure.• Well-organized response.• Student cites appropriate, current peer-reviewed sources• Proper APA format• Exceeds 500 words
Effective 80-89%	<ul style="list-style-type: none">• Demonstrates satisfactory understanding• Lacks answer to all questions/full scenario• Demonstrates some knowledge of content and professional vocabulary• Content needs additional focus for innovative responses other than restatement of text.	<ul style="list-style-type: none">• Student cites some relevant, current peer-reviewed sources.• Follows directions• APA formatting demonstrated but not extensive.• 450-500 words
Competent 70-79%	<ul style="list-style-type: none">• Inconsistent comprehension• Marginal responses• Content, concepts, ideas/responses are not fully developed	<ul style="list-style-type: none">• Sources are outdated or ineffective.• Lacks focus on content• Unorganized• Some writing errors• Not in appropriate APA format.• 400-449 words
Minimal 0-69%	<ul style="list-style-type: none">• Consistently below expectations• Lacks significant details of the assignment• Lacks critical thought, analysis, and application.• Partially addresses the topic	<ul style="list-style-type: none">• Does not cite any peer-reviewed sources• Not appropriate APA format• 0-399 words• Poorly written.• 0 points for late assignments

Short Answer Rubric – Undergraduate

<u>Short Answer Rubric</u>	<u>Clarity</u>	<u>Depth</u>	<u>Quality</u>
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Unorganized and poorly written • 0 points for late assignments