

BUSI 434, Business Law, Syllabus (3 credits)

COURSE DESCRIPTION

This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. Prerequisite: BUSI 230 Principles of Management.

REQUIRED TEXTS & RESOURCES

Miller, R.L. & Hollowell, W.E. (2018). Business law: Text and exercises, 9th Ed. [Place of publication not identified]: Cengage Learning. ISBN: 9781337624657

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can be found at www.pointuniversityshop.com

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1		
	Lecture 1 (Foundations of law)	N/A
	Reading: Chapter 1 Introduction to the law Chapter 4 Constitutional law	N/A
	Week 1 PowerPoints found in resources	N/A
	Case Study -- Chapter 4 Ethical Questions 4-4 The Establishment Clause.	Due Week 1, Day 7 (Sunday)
	Lecture 2 (Role of judicial, legislative and executive branches in the law)	N/A
	Forum: Week 1 Topic: Role of judicial, legislative and executive branches in the law.	Initial post due Week 1, Day 5 (Friday) and response due Week 1, Day 7 (Sunday)

	Quiz 1	Due Week 1, Day 7 (Sunday)
	Writing Project (Part 1)	Due Week 1, Day 7 (Sunday)
Week 2		
	Reading: Chapter 3 The courts and our legal system Chapter 41 Administrative law	N/A
	Week 2 PowerPoints found in resources	N/A
	Video/Forum: Week 2, Topic 1: Philip K. Howard; Four ways to fix a broken legal system	Initial post due Week 2, Day 5 (Friday) and response due Week 2, Day 7 (Sunday)
	Lecture 3 (The civil court system)	N/A
	Lecture 4 (Criminal court systems; administrative hearing systems; ADR systems)	N/A
	Video/Forum: Week 2, Topic 2: William Ury; The walk from “no” to “yes”	Initial post due Week 2, Day 5 (Friday) and response due Week 2, Day 7 (Sunday)
	Quiz 2	Due Week 2, Day 7 (Sunday)
	Writing Project (Part 2)	Due Week 2, Day 7 (Sunday)
Week 3		
	Reading: Chapters 8 to 16 Chapters 28 to 30	N/A
	Week 3 PowerPoints found in resources	N/A
	Lecture 5 (Contracts)	N/A
	Video (Contract Project Assignment)	N/A
	Forum: Week 3 Topic; Contract project	Initial post due Week 3, Day 5 (Friday) and response due Week 3, Day 7 (Sunday)
	Lecture 6 (Business Formation Law)	N/A
	Quiz 3	Due Week 3, Day 7 (Sunday)
	Writing Project (Part 3)	Due Week 3, Day 7 (Sunday)
Week 4		
	Reading: Chapters 25 to 27	N/A

	Week 4 PowerPoints found in resources	N/A
	Lecture 7 (Employment law)	N/A
	Video/Forum: Week 4, Topic 1: Aret van Heerden; Making global labor fair	Initial post due Week 4, Day 5 (Friday) and response due Week 4, Day 7 (Sunday)
	Lecture 8 (How disputes arise; Demand letter project discussion)	N/A
	Forum: Week 4, Topic 2; Contract demand letter project	Initial post due Week 4, Day 5 (Friday) and response due Week 4, Day 7 (Sunday)
	Quiz 4	Due Week 4, Day 7 (Sunday)
	Writing Project (Part 4)	Due Week 4, Day 7 (Sunday)
Week 5		
	Reading: Chapter 5 Business torts	N/A
	Week 5 PowerPoints found in resources	N/A
	Lecture 9 (Torts)	N/A
	Video/Forum: Week 5, Topic 1: McDonald's hot coffee case	Initial post due Week 5, Day 5 (Friday) and response due Week 5, Day 7 (Sunday)
	Case Study -- Gun manufacturers	Due Week 5, Day 7 (Sunday)
	Lecture 10 (Tort reform)	N/A
	Forum: Week 5, Topic 2: Tort reform lecture	Initial post due Week 5, Day 5 (Friday) and response due Week 5, Day 7 (Sunday)
	Quiz 5	Due Week 5, Day 7 (Sunday)
	Writing Project (Part 5)	Due Week 5, Day 7 (Sunday)
Week 6		
	Reading: Chapters 36 to 39	N/A
	Week 6 PowerPoints found in resources	N/A
	Lecture 11 (Personal property)	N/A
	Forum: Week 6, Topic 1: Lease project	Initial post due Week 6, Day 5 (Friday) and response due Week 6, Day 7 (Sunday)
	Lecture 12 (Real estate)	N/A
	Forum: Week 6, Topic 2: Lease demand letter project	Initial post due Week 6, Day 5 (Friday) and response due Week 6, Day 7 (Sunday)

	Quiz 6	Due Week 6, Day 7 (Sunday)
	Writing Project (Part 6)	Due Week 6, Day 7 (Sunday)
Week 7		
	Reading: The U.S. Constitution and amendments	N/A
	Video/Forum: Week 7 Topic: Erwin Chemerinsky; The "living Constitution"	Initial post due Week 7, Day 5 (Friday) and response due Week 7, Day 7 (Sunday)
	Lecture 13 (Role of the judiciary)	N/A
	Writing Project (Part 7)	Due Week 7, Day 7 (Sunday)

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Case Studies (2 x 50 points each)	100
Forums (7 x 25 points each)	175
Two projects below include "forum" aspects but are treated separately below	
Contract Project/Forum (2 x 50 points each)	100
Includes Contract Demand Letter Project/Forum	
Lease Project/Forum (2 x 50 points each)	100
Includes Demand Letter Project/Forum	
Quizzes (6 x 20 points each)	120
Writing Project	405
Parts 1 through 6 (6 x 50 points each)	
Part 7 (1 x 105 points)	
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Equip students with an understanding of the foundations of law and an ability to critically interpret the impact of those foundations on modern business laws		4.2; 4.3
	Objective 1.1: Students will analyze the origins of law and assess the reasons for laws including how those intersect origins and reasons intersect with their faith and other worldviews	4.2
	Objective 1.2: Students will analyze the sources of law in the United States and distinguish between those sources by comparing statutory, civil and administrative law within federal, state and local frameworks	4.1; 4.2
	Objective 1.3: Students will compare and contrast the basis for Law in the United States with the basis for law in other countries including analysis of our Constitutional framework	4.2
	Objective 1.4: Students will defend and critique the legal system of the United States and assess whether it efficiently serves our society with specific emphasis on our business systems	3.3; 4.2; 4.3
Goal 2: Develop students who demonstrate an ability to engage in constructive dialogue analyzing how our civil law system works as compared to our administrative law and criminal law systems		2.1; 2.4; 3.3; 4.2; 4.3
	Objective 2.1: Students will identify, examine and assess processes and procedures within the civil law system and how those impact businesses and their business conduct	3.3; 4.2; 4.3
	Objective 2.2: Students will recognize, question and evaluate the distinction between the civil law system and the criminal law system within our country	3.3; 4.2; 4.3

	Objective 2.3: Students will describe, differentiate and judge existing and emerging alternatives to the civil law system including alternatives within faith-based organizations	3.3; 4.2; 4.3
	Objective 2.4: Students will appraise, evaluate and compare resolution of legal issues within the administrative law systems to those within the civil law systems	3.3; 4.2; 4.3
	Objective 2.5: : Students will evaluate the interplay and integration of business function including management as it applies to these legal structures and systems	2.1; 2.4; 3.3; 4.2; 4.3
Goal 3: Develop students who demonstrate an ability to engage in constructive dialogue about issues within the areas of contract law, business formation law, employment law, liability/tort law and property law		1.1; 2.1; 2.4; 2.5; 3.3; 4.2; 4.3
	Objective 3.1: Students will discuss, analyze and assess issues in contract law, business formation law, employment law, liability/tort law and property law	3.3; 4.3
	Objective 3.2: Students will demonstrate effective communication skills to promote high-level organizational discussion together with sound principles of planning, decision-making and change navigation to participate in workplace dialogues managing people and resources to resolve issues arising in contract, business formation, employment, liability/tort and property law	1.1; 2.1; 2.4; 2.5; 3.3; 4.2; 4.3
Goal 4:	Develop students who can influence and impact future discussions on the efficiency of our federal judicial system	1.1; 2.1; 2.4; 2.5; 3.3; 4.2; 4.3
	Objective 4.1: Students will analyze existing and emerging criticisms of our federal judicial system specifically identifying deficiencies and shortcomings	3.3; 4.2; 4.3
	Objective 4.2: Students will develop an ability to analyze, judge and justify solutions to address the deficiencies and shortcomings	3.3; 4.2; 4.3
	Objective 4.3: Students will communicate effectively both orally and in writing regarding their viewpoint on the efficiency of the federal judiciary and specifically the Supreme Court of the United States in light of recent rulings impacting faith and faith-based organizations	1.1; 2.1; 2.4; 2.5; 3.3; 4.2; 4.3

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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