BSAD 341 Business Law
Spring 2016
AU BSAD 341 Business Law
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format, has Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins.

Instructor Contact
Instructor: Dr. George Ackerman
Email: ackerman@andrews.edu
Cell phone: 269.471.6546

Other Assistance

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a> (269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a> (269) 471-6323</td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="https://www.andrews.edu/bookstore">https://www.andrews.edu/bookstore</a></td>
</tr>
<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a> (269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td><a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a></td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a> (269) 471-6566</td>
</tr>
<tr>
<td>Student Services Support &amp; FAQ</td>
<td><a href="http://www.andrews.edu/distance/students/">www.andrews.edu/distance/students/</a></td>
</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Descriptions
Introduction to general legal principles focusing on business organizations, property laws, employment regulation, agency laws, business torts and crimes, regulation of negotiable instruments and contracts, and the Uniform Commercial Code.

Course Learning Outcomes
Program 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.
Course 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 statues 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 statues.
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.

Required Text/Material


Credit Hour and Commitment

This course is 3 credit hours. 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. Students should expect to participate in the online forums and course outlined assignments, ready to discuss the readings. They should expect to do a substantial amount of writing. They should expect to spend about three hours a week of reading and about four hours for each online component in studying and preparing assignments.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, discussion boards, case studies and two exams. 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](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](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.
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.

**Please Be Advised:** The schedule is provided in advance so you may read ahead of schedule. Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

**Assessment Descriptions**

**Discussions Board**
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. All initial posts are due by Thursday, 11:59 PM of a given week. All responses are due by Saturday 11:59 PM of a given week. Weekly discussion will be graded based on the Writing Evaluation Rubric.

**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.

**Rubrics**

**RUBRIC FOR WRITING EVALUATION**

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

**Exams**

You are allowed 120 minutes to complete both the midterm exam and the final exam. You must bring your photo ID to the exams. There are no any extra resources allowed to be used during the exam.

The midterm exam will consist of multiple form questions and cover chapters 1-9. The final exam will consist of multiple choice form questions and cover chapters 10, 11, 15, 18, 22, 23, 25, 27, and 31.

The mid-term and final exam reviews can be found in LearningHub.

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.
The exam request form will be available in Learning Hub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.

An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

All college students must present photo identification to their supervisor’s before taking exams.

If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.
**Schedule:**
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 4-10</td>
<td>Summarize Sources of American Law, Common Law, and Classifications of Law. Analyze the Constitutional Powers of Government</td>
<td>Ch. 1 The Legal Environment Ch. 2 Constitutional law</td>
<td>Introduction Discussion Board 1</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 11-17</td>
<td>Examine ADR and the Judiciary's Role in American Government.</td>
<td>Ch. 3 Courts and ADR Ch. 4 Torts and Cyber Terror</td>
<td>Case Analysis 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 18-24</td>
<td>Illustrate the differences between Civil and Criminal Law. Distinguish between Trademarks, patents, and Copy Rights.</td>
<td>Ch. 5 Intellectual Property and Internet law</td>
<td>Discussion Board 2 Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 25-31</td>
<td>Describe Defenses to Criminal Liability and the Criminal Process. Identify the stages of Ethical Decision making</td>
<td>Ch. 6 Criminal Law</td>
<td>Case Analysis 2</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 1-7</td>
<td>Classify Computer and Cyber Crime, as well as Cyber Crime against Persons and Property.</td>
<td>Ch. 7 Cyber Crime</td>
<td>Discussion Board 3 Quiz 2</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 8-14</td>
<td>Evaluate Ethical Transgressions by Financial Institutions</td>
<td>Ch. 8 Ethics and Business Decision Making</td>
<td>Case Analysis 3</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 15-21</td>
<td>Distinguish methods used to fight Cyber Crime</td>
<td>Ch. 9 Nature and Classification</td>
<td>Discussion Board 4 Quiz 3</td>
</tr>
<tr>
<td>8</td>
<td>Feb. 22-28</td>
<td>MIDTERM EXAM (CHAPTERS 1-9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Feb. 29-March 6</td>
<td>Analyze the capacity to identify illegal agreements and the form of contracts Describe third parties to contracts and the termination of contracts. Describe the nature and classes of contracts, what constitutes offer and acceptance as well as defective agreements</td>
<td>Ch. 10 Agreement Ch. 11 Consideration, Capacity, Legality</td>
<td>Discussion Board 5 Quiz 4</td>
</tr>
<tr>
<td>10</td>
<td>March 7-13</td>
<td>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.</td>
<td>Ch. 15 Formation of Sale and Lease Contract Ch. 18 Negotiable Instruments</td>
<td>Case Analysis 4</td>
</tr>
<tr>
<td></td>
<td>March 14-20</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 21-27</td>
<td>Identify types of Instruments and Requirements for Negotiability Describe Sources and Principles for doing Business Internationally</td>
<td>Ch. 22 International Law in a Global Economy</td>
<td>Discussion Board 6 Quiz 5</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter(s)</td>
<td>Activity</td>
<td>CO(s)</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>12 March</td>
<td>Explain an Agent’s Authority Summarize what an Agency is and how it is created, its liabilities and its operation and dissolution.</td>
<td>Ch. 23 Agency Relationship in Business</td>
<td>Case Analysis 5</td>
<td>2, 4, 6</td>
</tr>
<tr>
<td>13 April</td>
<td>Evaluate Discrimination based Age, disability and possible Defenses to Employment Discrimination.</td>
<td>Ch. 25 Employment Discrimination</td>
<td>Discussion Board 7 Quiz 6</td>
<td>2, 4, 6</td>
</tr>
<tr>
<td>15 April</td>
<td>Identify the process of Property Ownership, Acquiring Ownership of Personal Property. Discriminate between Misplaced, Lost, and Abandoned Property. Explain the principles of bailments, and various types. Explain Real Property Ownership Interests, and Transfer of Ownership.</td>
<td>Ch. 31 Investor Protection, Insider Trading and Corporate Governance</td>
<td>Discussion Board 8 Quiz 7</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>16 April</td>
<td><strong>FINAL EXAM (CHAPTERS 10, 11, 15, 18, 22, 23, 27, 31)</strong></td>
<td></td>
<td></td>
<td>1-6</td>
</tr>
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</table>

**Completing Assignments**
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

**Part 4: Grading Policy**

**Graded Course Activities**

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Discussion Boards (8)</td>
</tr>
<tr>
<td>10</td>
<td>Quizzes (6)</td>
</tr>
<tr>
<td>25</td>
<td>Case Analysis (5)</td>
</tr>
<tr>
<td>40</td>
<td>Exams (2)</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
</tbody>
</table>
### Letter Grade | Percentage
---|---
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 [http://www.andrews.edu/distance/students/withdrawal.html](http://www.andrews.edu/distance/students/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/moodle/public/incompletes.html](http://www.andrews.edu/weblmsc/moodle/public/incompletes.html).

### Late Work
10% will be deducted for late submissions/work.

With appropriate documentation, the following absences may be classified as excused for permitting make up work for missed deadlines:

- Emergency medical treatment for self may be considered as an excused absence with appropriate written documentation from the health care facility;
- Unavoidable jury duty may be considered an excused absence with appropriate written documentation;
- Employment related training or special assignments may be considered an excused absence with appropriate written documentation;
- Military reserve or active duty obligations may be considered excused with appropriate written documentation;
- Students must maintain a clear channel of communication with the instructor.

### 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.
1. changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If you essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.
2. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.
Commitment to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the 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.