



BADM-201: LEGAL ENVIRONMENT OF BUSINESS

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

BADM - Business Administration

Course Number

201

Course Title

Legal Environment of Business

Short Title

Leg Environment of Business

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Link to VPAT

<https://www.cengagegroup.com/accessibility/vpat/>

Attach VPAT

cengage-unlimited-student-dashboard-vpat-2018-09-828689.pdf
mindtap-voluntary-product-accessibility-template-M180000314452.pdf

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID BUS 120

Catalog Description

This course is an introduction to the legal environment of business. Subjects include legal systems, sources of law, social and governmental impacts on private enterprise, ethics and professional responsibility, alternate dispute resolution, agency, warranties, international law, and Constitutional law. Students will perform case and regulation analyses on contracts, including e-contracts, consumerism, employment relationships, business torts and criminal law issues, and study business organization forms.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

BADM-103 (with a grade of C or better).

Codes

TOP Code (CB 03)

0505.00* - *Business Administration

CIP Code

52.0703 - Small Business Administration/Management.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Examine and consider the historical development, foundations, roles, and functions of our legal and court systems and commercial law.
2. Compare and contrast alternative dispute resolution systems including how cases progress through the court system from problem, to filing, to trial, and appeal.
3. Analyze and question the relationship between social, political and ethical implications of the law and their application to actual and hypothetical business transactions.
4. Classify evaluate situations related to procedural law, criminal law, and tort law.
5. Evaluate the elements and application of contract law and remedies available in the event of breach.
6. Discover and differentiate agency relationships at the state, federal and judicial level including jurisdiction and impact business.
7. Appraise critical issues under employment, immigration, labor laws and other federal and state regulations of business including limits of government power.
8. Investigate, identify and analyze the various legal and business organizational structures including corporations and limited liability entities and the stakeholder relationships.
9. Analyze the role and importance of environmental and consumer laws as they relate to the conduct of business.
10. Differentiate the application of American and international law.
11. Distinguish between contracts governed by the Uniform Commercial Code and those governed by the common law of contracts.
12. Develop the ability to detect credible and reliable sources online resources to research and analyze court cases and other legal issues.
13. Analyze the impact of diversity, equity, and inclusion (DEI) on business law and practice, including how DEI principles can be applied to promote fairness and justice in the legal system.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Student explains and applies the doctrine of stare decisis, and what it has to do with the American legal system.
2. Given a specific scenario, student analyzes and explains how a contract is formed, and how it would be classified in terms of formation, performance, and enforceability.
3. Student writes a short answer to compare and contrast the legal implications of basic business forms and organizations.

Program Learning Outcomes

Learning Outcome

Students will analyze data to determine relevant information needed to produce reports, visual presentation and other business documents.

Students will communicate effectively through appropriate modes of communication (listening, speaking, reading writing) as they pertain to the business environment with emphasis on the use of computer technology.

Students will identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. The legal environment of business
 - a. Introduction to the American legal system
 - b. Classifications and sources of and reasons for law
 - c. Constitutional law and its impact on business and individuals
 - d. Race, cultural diversity, and equity related to due process.
 - e. Courts and alternative dispute resolution (ADR)
 - f. Appellate process
 - g. Enforcement of judgments
 - h. Torts and cyber torts
 - i. Criminal law and the effects on business
 - j. Ethics, professional and social responsibility
 - k. Diversity and equal opportunity employment
2. Contracts
 - a. Contract formation and terminology
 - b. Contracts under the common law and Uniform Commercial Code
 - c. Defenses to contract enforceability
 - d. Third party rights
 - e. Liabilities of principals
 - f. Assignment of contracts
 - g. Breach and remedies
 - h. E-contracts
3. Business Organizations
 - a. Agency relationships in business
 - b. Sole proprietorship and private franchises
 - c. Partnerships
 - d. Limited Liability Companies and Partnerships
 - e. Special business forms
 - f. Corporate formation, financing, administration, ownership, merger, consolidation and termination and security regulations
 - g. Corporate social responsibility
4. Employment law
 - a. Employment discrimination
 - b. Labor law and unions
 - c. Race, cultural diversity, and equity related to employment, immigration and labor laws in the workplace
 - d. Wage and hour laws
 - e. Family and medical leave
 - f. Worker health and safety
 - g. Employee privacy rights
5. International law in a global economy
 - a. International law - sources and principles
 - b. Doing business internationally
 - c. Regulation of specific business activities
 - d. Commercial contracts in an international setting
 - e. Payment methods for international transactions
 - f. U.S. laws in a global context

Methods of Instruction

Method

Discussion

Integration

Class or smaller group discussion will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss the ethical and social responsibility efforts supported by current laws. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of legal principles, social responsibility, ethical standards, and racial/cultural diversity effects on the team and individual organizational environment. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

Students will participate in class or small group accessible discussions to encourage exchanging ideas and comprehension of course material. These discussions will allow students to analyze legal scenarios in business, apply legal principles and practices, and evaluate the legal, ethical and social responsibility efforts supported by organizational management. These activities will be accomplished through the regular use of the discussions in the Course Management System (CMS) or through the chat, conversations, or group features within the CMS.

Method

Lecture

Integration

Lectures will present further explanation of the elements of a contract under contract law, including its formation, performance and enforceability, as covered in the course objective. Lectures will provide examples and scenarios for students to interpret and respond to contractual business situations. Examples will include elements of agreement, consideration, capacity and legality issues. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used to illustrate the elements of contract.

DE Adaptations for MOI

In the CMS, instructors will provide accessible lecture materials in writing, graphics, video, or audio format to analyze legal scenarios in business, apply legal principles and practices, and evaluate the legal, ethical and social responsibility efforts supported by organizational management. Additionally, faculty will emphasize active voice, courteous tone, bias-free language, equitable opportunities and precise words for cohesiveness and clarity to produce accurate and responsible legal decisions.

Method

In-class Exercises

Integration

In-class exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to employment, immigration and labor laws in the workplace. This will be presented and examined from ethical and legal perspectives.

DE Adaptations for MOI

Students will participate in group exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to employment, immigration and labor laws in the workplace. This will be presented and examined from ethical and legal perspectives and accomplished using the group discussions in the CMS, through chat or other accessible conferencing tools.

Method

Papers and Reports

Integration

Papers and reports will be used to measure competencies covered in course objectives. Sample topics could include explaining and applying the doctrine of stare decisis, comparing and contrasting the legal implications of basic business legal forms, or examining the importance of environmental and consumer laws as they relate to the conduct of business. Also, diverse and equitable methods of communication to report those findings and resolutions will be explored.

DE Adaptations for MOI

Students will submit papers and reports to analyze and discuss legal principles in business scenarios to apply textbook concepts and legal rules by using group discussion and other communication tools in the CMS or accessible video conferencing tools. Instructor-led review of small group papers and reports will include audience's social and/or cultural contexts. These activities will

allow students to analyze legal scenarios in business, apply legal principles and practices, and evaluate the legal, ethical and social responsibility efforts supported by organizational management. Analysis and decisions presented will be explored and discussed in small groups with instructor review and discussion of results as they refer to the audience's anticipation and presentation of a resolution to a business dispute. Instructor-led reviews will occur within the CMS or accessible video conferencing tools.

Method

Film/video Viewing and Discussion

Integration

Audio/visual materials will be used to stimulate discussions on the differences and potential conflicts between state and federal laws covered in the course objectives. Examples include how the Constitution, jurisdictional powers and case law apply in resolving disputes. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

DE Adaptations for MOI

Students will interact with audio/visual materials using the CMS discussion boards, group options (forums, file sharing) or synchronous meetings. Lectures and content on differences and potential conflicts between state and federal laws covered in the course objectives can be accomplished using accessible instructor-prepared web-based content and links to appropriate reference sites offering resources. Online guided discussion of accessible, web-based presentations can be used to discuss constitution and jurisdictional powers and case law, as they apply in resolving disputes, using audio/visual materials. Online student presentations and discussions incorporating legal perspectives and methodology to argue legal positions and resolve cases can be facilitated using the CMS or an accessible synchronous video conferencing tool.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams will be used to measure competency of fundamental legal concepts and objectives, including the historical development and functions of our legal systems, including the court and alternative dispute resolution systems; procedural, criminal and tort laws; elements of contract law and remedies to breach; agency relationships; organizational structures, including sole proprietorships, partnerships, corporations and LLCs; and employment, environmental, consumer and international laws. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, clarity, precision, completeness, written composition, correctness of calculations and data support for findings.

DE Adaptations for MOE

Accessible exams and quizzes will be conducted on class lectures and textbook reading assignments to measure the understanding and retention of the course material. In addition, exams and quizzes will appraise the student's overall knowledge of problem-solving and situation analysis through the application of legal principles and resolution of a legal dispute in business. The testing criteria will be multiple-choice, true/false, or short answer questions to provide equitable opportunity. Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 48-hours of the due date via the grade book, chat, or other accessible conferencing tools.

Method

Papers

Integration

Case studies with written analysis will be used to measure competencies in examining and applying legal principles to brief and analyze cases, including presenting citations, facts, issues, decisions, and reasoning in a dispute. Students will be instructed to provide a two-to-three-page legal brief and analysis of a case, along support and reasoning for the decision. The exercise will be evaluated based on a rubric developed by the instructor to include the understanding and application of facts, legal principles and laws related to the case. Grading and feedback will be provided within one week of the due date via the grade book.

DE Adaptations for MOE

Case studies (business scenarios and briefs) will be provided in the CMS. They will be used to measure competencies in examining, applying, and composing a legal decision that is supported by proper reasoning and precedent. Students will be instructed to provide a three to four-page review of a legal dispute in business and prepare a paper or report of issues, rules and conclusions. Students will be instructed to upload the rationale, support and decision into the CMS. The exercise will be evaluated based on a rubric developed by the instructor to include the composition of a legally supported resolution to a business dispute. Grading and feedback will be provided within 48-hours of the due date via the grade book.

Method

Homework

Integration

Students will be required to complete the chapter review questions or business scenarios and case problem situations found at the end of each chapter. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. For example, after reading a case scenario explaining a dispute involving an employment-at-will situation, answer the assigned questions to explain the facts of the case, in addition to the relevant legal issues and applicable laws. Also, provide legal reasoning for a decision and ruling for the parties based on historical precedent, supported by research. The exercise will be evaluated based on a rubric developed by the instructor.

DE Adaptations for MOE

Students will complete the chapter review questions or business scenarios and case problem situations found at the end of each chapter. The exercises will be completed and submitted via links in the CMS will be evaluated based on a rubric developed by the instructor. The questions will be posted in the assignment or discussion areas in the CMS. Completed assignments will be submitted to the assignments or discussion area in the CMS for instructor review and grading. Feedback will be provided based on the instructor's grading feedback policy via the grade book, chat, or other accessible conferencing tools within 48-hours of the due date.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read the Spotlight on Dress Code Policies case, Discrimination Based on Gender, at the end of Chapter 25. In this case, Burlington Coat Factory Warehouse, Inc., had a dress code that required male sales clerks to wear business attire consisting of slacks, shirt, and necktie. Female sales clerks, by contrast, were required to wear a smock so that customers could readily identify them. Karen O'Donnell and other female employees refused to wear the smock. Instead, they reported to work in business attire and were suspended. After numerous suspensions, the female employees were fired for violating Burlington's dress code policy. All other conditions of employment, including salary, hours, and benefits, were the same for female and male employees. After reading the case, answer the following question:

Was the dress code policy discriminatory? Why or why not?

Write a brief explanation of your legal opinion and submit that to the instructor. Also, come to class prepared to discuss, explain, and support your opinion. The discussion will be graded based on the instructor created rubric.

How assignment will be adapted in online format

Read the Spotlight on Dress Code Policies case, Discrimination Based on Gender, at the end of Chapter 25 regarding Burlington Coat Factory Warehouse, Inc. Post a brief explanation of a legal opinion in the CMS discussion area, based on assigned readings and support materials in the CMS. The instructor will provide feedback throughout the discussion to promote more analysis. Each discussion requires students to read and respond to at least two classmates' posts to discuss, explain, and support opinions. The responses could further develop their ideas or provide an inquiry into their post. Responses should be at least a short paragraph that contributes to the post. The discussion will be graded 4 days after the due date in the grade book area of the CMS using the instructor-created rubric.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page brief and analysis of a case involving a possible contract scenario, as follows: Fred, a businessperson, is a friend of Edna, the owner of Best Morning, a coffee and pastries store. Every day, Fred spends five minutes at the store, looking at the goods and usually buying one or two cinnamon buns or bagels. One day, Fred looks at the items, and picks up a \$2 chocolate brownie. He waves the brownie at Edna without saying a word and walks out.

Answer these questions: Is there a contract? If so, how would it be classified in terms of formation, legality, performance, and enforceability? Explain and support your answers.

Submit the brief and analysis of the case using proper legal reasoning, including what legal issue is involved, what rule of law applies, and the application of the relevant rule of law to the facts in the case, and draw your conclusion.

How assignment will be adapted in online format

Write a two-page brief and analysis of a case involving a possible contract scenario and answer questions as they relate to the facts and legal issues in the case, including whether a contract exists and, if so, how it can be classified in terms of formation, legality, performance, and enforceability? A brief, analysis, and answers for the case will be explained and supported using proper reasoning consisting of the legal issue(s) involved, applicable rule(s) of law, facts in the case, and resolution or conclusion. The assignment will be uploaded into the CMS. Feedback will occur through the grade book.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a one-to-two-page brief and analysis of a case involving an equal protection scenario, as follows: Abbott Laboratories licensed SmithKline Beecham Corp. to market an Abbott human immunodeficiency virus (HIV) drug in conjunction with one of SmithKline's drugs. Abbott then increased the price of its drug fourfold, forcing SmithKline to increase its prices and thereby driving business to Abbott's own combination drug. SmithKline filed a suit in a federal district court against Abbott. During jury selection, Abbott struck the only self-identified gay person among the potential jurors. (The pricing of HIV drugs is of considerable concern in the gay community.) Could the equal protection clause be applied to prohibit discrimination based on sexual orientation in jury selection? Discuss this case, noting the relevant legal issues, rules of law, application of laws to the facts, and conclusion.

How assignment will be adapted in online format

Write a one-to-two-page brief and analysis of a case involving an equal protection scenario and answer questions as they relate to the facts and legal issues in the case, including whether the equal protection clause could be applied to prohibit discrimination based on sexual orientation in the jury selection process. A brief, analysis, and answers for the case will be explained and supported using proper reasoning consisting of the legal issue(s) involved, applicable rule(s) of law, facts in the case, and resolution or conclusion. The assignment will be uploaded into the CMS. Feedback will occur through the grade book.

Course Materials

Textbooks

Miller, R (2022). Business Law Today 13th Cengage Learning. ISBN: 9780357634851

Other Resources

Minimum Qualification

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Create a discussion policy incorporating a learning environment that allows all students to feel safe expressing their views civilly and being respected as individuals and members of groups. As instructor encourage the following in the policy:

- Demonstrates respect for peers, engagement with competing ideas, clarity, grace, and accounts for differences in audience.
- Demonstrates comprehension of argument, context engages in constructive feedback and contributes to problem-solving.
- Demonstrates reflection on personal attitude and assumptions that builds on work of peers and stimulates student learning.

Engage students in discussions on issues of diversity and equity around the course learning objectives. For example, discuss the legal principles, social responsibility, ethical standards, and racial/cultural diversity effects on the team and individual organizational environment.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials through a variety on teaching methods and materials: videos, blogs, slide presentations, accessible and downloadable PDFs, and websites that feature real-world applications of content reflecting diverse viewpoints and backgrounds. Readings and writing assignments will focus on legal scenarios that will include culturally diverse organizational environments.

Design group assignments and intentionally mix groups, requiring students to work purposely with others they may not know and making sure students in the minority are not isolated. For example, students will discuss business practices and policies and how management addresses the influences of culture, background, and biases on rules and policies independently in writing assignments and verbally or auditorily in class discussions.

The course will provide resources that include authors and sources that students can connect to within their cultural backgrounds to allow students to identify with themselves.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student-to-student interactions and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and provided with a legal case then asked to explain and identify the relevant facts, issues and applicable rule(s) of law, and provide reasoning that supports a conclusion to resolve a dispute. Then, each group will report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in-person and virtually via Zoom. Online and face-to-face students will be invited to participate during faculty office hours and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous "ask the instructor" question discussion. For example, when researching current protective laws and submitting a summary the instructor, students will engage in discussions

in the CMS to dig deeper into the effectiveness of the regulations and results. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and individual email, inbox messages. Instructor-to-student exchange in online courses will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students are placed in small groups, and each student is given a position to argue in a current legal dispute in the news and requested to apply legal principles and precedent to resolve the case, given its particular set of facts. Each student presents their legal opinion and decision, along with appropriate reasoning to the small group. Interactions will occur during face-to-face classes on a regular classroom basis. Interactions in online courses will occur through asynchronous activities such as accessible readings, web links, discussions, separate email and inbox messages, and direct feedback on assignments.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, at least three self-assessment quizzes will be provided to students. The quizzes will prompt students to think about the material and how students may want to utilize the principles and practices covered in the workplace, increase their critical thinking and communications skills, and provide reflection on how their views may have changed during the course. The reflection activity in online courses will request students to read through all weekly discussion reflections, paying close attention to how the content in concepts, principles, and practices acquired to write a one-page final reflection highlighting how the student will apply learned skills.

Key: 443