

Standard Course Outline

BLAW 220 – Introduction to Law and Business Transactions

I. General Information

- ♦ Course number: BLAW 220
- ♦ Title: Introduction to Law and Business Transactions
- ♦ Units: 3
- ♦ Prerequisites: None
- ♦ Course Coordinator: Marsha Cooper
- ♦ SCO Prepared by: Marsha Cooper
- ♦ Date prepared/revised: 2/25/19

II. Catalog Description

Law and the American legal system in today's business world. Contracts, sales, and commercial paper. Examination of the role and function of the judiciary, elements of civil and criminal lawsuits, and other emerging areas of the law, including alternative dispute resolution.

Letter grade only (A-F).

III. Curriculum Justification(s)

The course equips students with a working knowledge of business related laws and aims to strengthen students' reasoning skills to interpret and apply them. Students will analyze and resolve legal issues facing today's businesses. Awareness and competency regarding the legal environment is essential for future business leaders. BLAW 220 helps the COB meet the following College Learning Goals:

A. GENERAL

- a. **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem solving-skills.

Students will learn how to research and assess a wide range of socio, political, economic and ethical influences on business. Rather than simply being taught legal rules, students apply critical thinking skills to the topics resulting in ethical/legal decision making. Students will analyze cases.

- b. **Communication Skills:** Students will be able to demonstrate effective oral and written communication skills in English.

Along with the class discussions, students have written homework assignments that demonstrate their ability to not only analyze case holdings and the application of those holdings to current business dealings but also their writing skills to ensure their points will be understood.

- c. **Ethics:** Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.

Ethics is an important component of any law course. Law and ethics are closely related and this course will point out some of these relationships. Students will learn how to recognize the effect of their decisions on various stakeholders and how to deal with conflicting interests.

B. MANAGEMENT SPECIFIC

- a. **Business Functions:** Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.

Knowledge of basic legal principles and the formation of contracts including their interpretation, discharge and breach along with their remedies is fundamental to business decision making across all business functions. Students will be able to analyze and appreciate the many legal forces bearing upon their business decision making.

- b. **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g. legal, regulatory, ethical, political, cultural, and economic).

Students will be able to demonstrate understanding of the impact of internationalization on business. International implications of all the subjects covered are addressed throughout the semester in the legal/ethical case discussions. Throughout the course, domestic and international law will be compared and contrasted.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

1. Students will be able to analyze fact situations and determine major legal, ethical, cultural and international issues so that they can make better business decisions.
 - Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as objective exam questions, written assignments, case study discussion participation, and class participation in exercises.
 - Instructional strategies may include lecture, role playing, in-class exercises, written homework and other appropriate teaching methodologies.
2. Students will cultivate critical thinking skills by utilizing a legal rubric to apply the law to the facts of real and hypothetical cases
 - Instructors should use appropriate evaluation instruments to assess student learning outcomes, such as objective exam questions, essay exam questions, written assignments, and case study discussion participation.
 - Instructional strategies may include case analysis homework, participation in case study discussions, or other appropriate teaching methodologies.
3. Students will ascertain the pertinent issues and apply the rules of law to determine the appropriate legal decision for these cases
 - Instructors should use appropriate evaluation instruments to assess student learning outcomes, such as objective exam questions, essay exam questions, written research assignments, and case briefs assignments.

- Instructional strategies may include lecture, case analysis homework, written research assignments, or other appropriate teaching methodologies.

4. Students will be able to utilize the learned ethical models from the perspective of each relevant stakeholder.

- Instructors should use appropriate evaluation instruments to assess student learning outcomes, such as objective exam questions, essay exam questions, and case analysis assignments.
- Instructional strategies may include role playing, in-class exercises, simulations, case analysis written homework and other appropriate teaching methodologies.

5. Students will be able to assess the international, systemic, corporate and individual factors that affect the legal/ethical dilemma.

- Instructors should use appropriate evaluation instruments to assess student learning outcomes, such as objective exam questions, essay exam questions, and case analysis assignments.
- Instructional strategies may include lecture, in-class exercises, simulations, case analysis written homework and other appropriate teaching methodologies.

6. Students will be able to frame business dilemmas in accordance with legal and ethical principles learned in this course in order to make informed and responsible decisions in the workplace.

- Instructors should use appropriate evaluation instruments to assess student learning outcomes, such as objective exam questions, essay exam questions, and case analysis assignments.
- Instructional strategies may include lecture, in-class exercises, simulations, case analysis written homework and other appropriate teaching methodologies.

V. Outline of Subject Matter

A. SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED.

1. Business Ethics
2. Legal Philosophy and the judicial and court system
3. Litigation and alternative dispute resolution
4. The Constitution and business
5. Basic Principles of Contract Law
6. Torts/Product Liability
7. Business organizations
8. Administrative Law
9. Securities regulation and Crimes
10. Employment and Labor law
11. Antitrust and Regulation of Competition
12. Intellectual Property

Optional areas to incorporate with above topics or separately:

13. International Law: legal and regulatory environment of business
14. Environmental and Pollution control
15. Business crimes/consumer protection
16. Agency and corporate law
17. Real Estate and Property Law

B. PERCENTAGE OF CLASS TIME TO BE SPENT ON REQUIRED TOPICS.

Time to cover topics varies with the class's ability to comprehend some topics quickly and while others may require more time. Instructors grouping of topics will also determine the time required. A guide may be one week for each of the topics. The remaining weeks may be used for optional topics above, and exams.

VI. Methods of Instruction

A. INSTRUCTION MODE.

X Traditional

X Hybrid

B. CLASSROOM ACTIVITIES.

The course is lecture discussion with a good deal of class time devoted to discussion of cases that students have briefed prior to class. Class attendance is essential to the learning process and therefore a significant amount of material on exams will be based upon what is discussed in class. Written case briefs are assigned as appropriate. After initial lectures providing the students with familiarity with the ethical models, and some concrete ways to apply them, the students are invited to delineate the pertinent legal and ethical issues, stakeholders and factors in specific business situations. In the homework, and in class discussion, the students can practice applying the ethical models in increasingly complex cases. The class is kept current, depending on current business dilemmas (i.e. the failure of the securities industry) that may develop. Class participation and attendance is expected and encouraged. The class quickly sees that they need to attend to be able to succeed. A limited number of guest speakers followed by question and answer sessions may be utilized.

C. EXTENT AND NATURE OF TECHNOLOGY USE.

The use of technology will depend on individual instructors, but may include BeachBoard, should include the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of web materials on the subjects. Students may be made familiar, if they are not already, with relevant search databases in the library. Film and video may be used in the classroom.

VII. Information about Textbooks/Readings

Required Text:

Miller & Cross, The Legal Environment Today, Cengage.

This text is available online, with students able to opt to buy a loose leaf paper text at minimal additional cost. The text comes with Mindtap, an online learning supplement. Some instructors may require assignments with Mindtap.

Recommended Readings:

Additional sources and cases may be selected that are consistent with the course description stated in Sections II and IV of this SCO and may include:

Case Laws not included the textbook

Current news articles

Legal Journal papers

VIII. Instructional Policies Requirements

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow [university policies](#) on “Attendance,” “Course Syllabi & Standard Course Outlines,” and “Final Course Grades, Grading Procedures, and Final Assessments.” If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of [university policy](#) on Academic Technology and the Mode of Instruction. Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate website](#) for campus guidelines and policy statements as they develop their individual course policies.

IX. Course Assessment and Grading

A. ASSESSMENTS

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade. The assignments may include the following.

Assignment Description	Linked to SLO	Approximate % of Course Grade
Exam 1: multiple choice, essay, or short answer questions.	SLO #1-6	25%
Exam 2: multiple choice, essay or short answer questions.	SLO #1-6	25%
Exam 3: multiple choice, essay or short answer questions	SLO #1-6	25%
Homework Assignments	SLO #1-6	15%
Class Participation	SLO #1-6	10%

B. GRADING POLICIES AND PROCEDURES

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with [University](#)

[policy](#) on “Final Course Grades, Grading Procedures, and Final Assessments.” Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

<u>Percent</u>	=	<u>Grade</u>	<u>Grade Description</u>
90-100%	=	A	Mastery of the relevant course standards.
80-89%	=	B	Above average proficiency of the relevant course standards.
70-79%	=	C	Satisfactory proficiency of the relevant course standards.
60-69%	=	D	Partial proficiency of the relevant course standards.
Below 60%	=	F	Little or no proficiency of the relevant course standards.

X. The Bob Murphy Access Center (BMAC)

The Bob Murphy Access Center (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations: *Bob Murphy Access Center*. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

XI. Assistive Technology

In compliance with [university policy](#) on “Accessibility and Faculty Responsibility for the Selection of Instructional Materials,” instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIII. [Additional Resources for Development of Syllabi.](#)