



COURSE TITLE	MGT5032 Business Law
BLACKBOARD SITE	Summer 2009 – http://my.ltu.edu and select CRN 5430
INSTRUCTOR	Karen Evans, JD Director Undergraduate Management Programs Lawrence Technological University e-mail: kevans@ltu.edu office phone: 248.204.3508 mobile phone: 248.892.2213 Twitter: @KarenEvansTM Office hours by appointment
SCHEDULE AND IMPORTANT DATES	Last day to register without a late fee: May 12, 2009 Classes begin: May 13, 2009 Last day to drop course with tuition credit: May 26, 2009 Last day to withdraw: July 8, 2009 End of summer term: July 23, 2009 See http://www.ltu.edu/registrar_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	MBA Degree / 2 credit hours Prerequisite: Graduate standing
REQUIRED TEXT (See Blackboard for additional resources)	Barnes, Dworkin & Richards, Law for Business, ed 10e, McGraw-Hill Irwin, ISBN 978-0-07-352493-1 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu Support for LTU Online courses is available from eLearning Services, 248.204.2380 or elearning@ltu.edu

COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and May 13 – May 18	Module 0	Overview of textbook Online Learning Orientation Course Orientation and group formation	Respond to Discussion Board (Introduction) Take pre-assessment quiz Propose teams
Week of May 19 – May 24	Module 1	Introduction to the Legal System Read Chapter 1 Watch Module 1 Video	Respond to Discussion Board #1 + Comment ¹ Respond to Discussion Board #2 + Comment ² Submit Case Outline of <i>Blimka</i> (CD) Take Module 1 Quiz Submit Self-Assessment
Week of May 25 – May 31	Module 2	Law and Ethics Read Chapter 3 (T) Watch Module 2 Presentation	Respond to Discussion Board #1 + Comment Respond to Discussion Board #2 + Comment Take Module 2 Quiz Submit Self-Assessment
Week of Jun 1 – Jun 7	Module 3	Business and the Constitution Read Chapter 4 (T) Watch Module 3 Presentation	Respond to Discussion Board #1 + Comment Post Current Event Capsule #1 + Comment Select your side for the

¹ (Note: Respond + Comment indicates you should respond to the thread posted by the instructor in your Group Page and then comment on two other student's postings; material for comment will be suggested in instructor's post, but "I agree" is never alone a sufficient response – usually you need to explain why you agree/disagree, citing to the text/materials. The first discussion board will assume you have read the first half of the reading; the second board each week will assume you've completed the reading)

² (Your group will choose one member's posting and include it on the whole-class board. You will then respond to another group's posting using the prompts provided).

Dates	Modules	Topics / Readings	Assignments Due
			Debate Assignment Take Module 3 Quiz Submit Self-Assessment
Week of Jun 8 – Jun 14	Module 4	Torts Read Chapters 6 and 7 (T) Watch Module 4 Presentation Meet in Wimba Live classroom at posted date and time	Post Debate Argument Take Module 4 Quiz Submit Self-Assessment
Week of Jun 15 – Jun 21	Module 5	Intellectual Property Read Chapter 8 (T) Watch Module 5 Presentation	Respond to Discussion Board #1 + Comment Post Debate Rebuttal Take Module 6 Quiz Submit Self-Assessment
Week of Jun 22 – Jun 28	Module 6	Contract Law Read <i>Haley v Gulfstream Aerospace Corp.</i> (EL) Read <i>DCS Sanitation Mgt v Castillo</i> (EL) Read <i>Hoerstman Gen Contracting, Inc. v Hahn</i> (EL) Read Lecture Notes	Submit Memo Draft to peer group for editing Post case outlines for 2 of the 3 cases + Comment Take Module 7 Quiz Submit Self-Assessment
Week of Jun 29 – Jul 5	Module 7	Entity Formation Read Chapter 26 Watch Module 7 Presentation	Respond to Discussion Board #1 + Comment Complete Peer Editing assignment Take Module 8 Quiz Submit Self-Assessment
Week of Jul 6 – Jul 12	Module 8	Agency and Employment Law Read Cases (EL) Read “Genetic Discrimination in Employment” (EL) Watch Module 8 Presentation	Respond to Debate Debriefing Discussion + Comment Post Current Event Capsule #2 + Comment Submit Self-Assessment For this week, we declare

Dates	Modules	Topics / Readings	Assignments Due
			our independence from the module quiz! ☺
Week of Jul 13 – Jul 19	Module 9	Corporations: Directors and Shareholders Read Chapter 29 (T) Watch Module 9 Presentation	Respond to Discussion Board #1 + Comment Respond to Discussion Board #2 + Comment Take Module 10 Quiz Submit Self-Assessment
Week of Jul 20 – Jul 23	Module 10		Submit Memo Paper Complete end of term evaluation Complete end-of-term quiz Submit final self-assessment
THIS IS A 10 WEEK SEMESTER. THE SEMESTER WILL BE CONDENSED TO INCLUDE REMAINING COURSEWORK AND FINAL EXAMS.			

STUDENT EVALUATION

The course has 8 assignments totaling 500 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	Points
Self Assessments	30
Current Event Analyses	50
Case Outlines	40
Debate Assignment	50
Peer Edit Assignment	30
Module Quizzes	100
Memorandum	100
Discussion Boards	100
Total Points:	500

Class Points	Letter Grade
480 and above	A
450-479	A-
435-449	B+
415-434	B
400-414	B-
385-399	C+
365-384	C
300-364	C-
305-363	D (Undergrad Only)
304 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

EDUCATIONAL GOALS

Even the top student in any law school class doesn't graduate knowing "the law." One of the most important aspects of the business environment is also one of the most dynamic. Every week, state and federal legislatures pass new laws, courts across the nation decide new cases, and administrative and regulatory agencies engage in rulemaking procedures, all amidst the ever-changing fabric of our global society. Therefore, the goal in this course is for students to learn the underlying principles of the laws that apply in the business environment; to understand when legal issues are likely to arise; to understand basic preventative measures; and to understand when to seek assistance from counsel.

STUDENT LEARNING OBJECTIVES / OUTCOMES

Upon successful completion of this course, students will be able to:

- Evaluate the role that law plays in business and society
- Compare and contrast the regulatory powers state and federal governments have over businesses
- Apply principles of constitutional law to issues that occur in the business environment
- Compare and contrast criminal law and civil law
- Compare and contrast negligent and intentional tort liability
- Apply elements of negligent and intentional torts to common issues that occur in the business environment
- Compare and contrast the four main types of intellectual property
- Compare and contrast tort liability and liability for breach of contract
- Apply principles of basic contract law to fact patterns that frequently arise in the business environment
- Demonstrate an understanding of each element of an enforceable contract
- Compare the advantages and disadvantages of business organization types
- Analyze agency and employment cases for principles of agency and employment law
- Compare and contrast apparent authority and actual authority
- Apply basic agency and employment law principles to current events in the business environment
- Analyze the duties that directors and officers owe to the corporation and its shareholders

PREREQUISITE SKILLS

Proficiency in Microsoft Word, completion of at least one undergraduate-level composition course

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Blackboard Learning Environment – Blackboard at <http://my.ltu.edu> contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations using Pronto.

Required Reading – Textbook chapters and handouts should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Assignments –

- **Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course, and weekly self-assessment writeups will help students keep track of their progress and help the instructor address any unclear or substantially difficult areas of the course
- **Current Event Analyses:**

- You will write two current event analyses this semester. The goal of these assignments is to enhance your understanding of the course concepts *vis-à-vis* current happenings in the business environment.
- The rubric for Current Event Capsules is available in the **Assignments** folder.
- You will also provide feedback to your classmates about their Current Event Analyses using the Discussion Board.
- **Case Outlines:**
 - In the Case Outlines, you will read an actual, un-edited legal opinion and provide the following information about that opinion: the issue(s), the facts, the applicable law, the court's analysis and the court's conclusion.
 - The rubric for the Case Outlines is available in the **Assignments** folder.
- **Debate:**
 - You will participate in a debate this semester in the Discussion Board.
 - The debate instructions and rubric are in the **Assignments** folder.
- **Memorandum:**
 - You will write one memorandum this semester. The goal of these assignments is to develop your ability to “spot,” or identify, legal issues that may arise in a business context.
 - The rubric for the memorandum is available in the **Assignments** folder.
 - In the memorandum, you will give an example of a new business (your current workplace, a future business plan, etc.) and analyze legal issues that may arise in the course of the startup of the business.
 - It is suggested that you create one or more drafts of the assignment before final submission. You will be required to write at least one draft and submit for peer editing.
- **Quizzes:** Each week, you will complete a short quiz consisting of multiple choice, short answer and/or essay questions. All quizzes should be completed by Sunday at 11:59 p.m. EST.
- **Blackboard Discussions:**
 - Each week, you will be asked to respond to specific discussion questions. You will also be required to respond to, and ask questions of, your fellow classmates. Your participation in this activity is an important part of your participation in this course – since we cannot be in a “live” classroom every week, the online discussion is integral to keeping our class going!
 - Your first discussion post is due by **Wednesday** of each week, unless indicated otherwise
 - The rubric for discussions is available in the **Assignments** section of Blackboard.
 - All discussion postings, whether as a starting post or a reply, and whether taking place within your group or on the main class page, *must* substantively respond to the question(s) posed. Statements such as “I disagree,” or “Sounds good” alone are never appropriate. Unless indicated otherwise, you **must** cite to the text/other materials in your responses.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear the dates with me in advance.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance. Late work will be reduced in value.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via Pronto, e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A two-credit course generally requires at least six hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 84 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 3.5 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

Mon	Tue	Wed	Thur	Fri	Sat	Sun
Read textbook/handouts, watch lecture						
				Quiz		Turn in Assignments
Discussion Board #1						
			Discussion Board # 2			
Assignments						
Instructor Communication – As Needed						

ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should **not** submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Assignment: Self-Assessments (weekly) (30 Points)

Overview – Each week, you will complete a brief form in which you evaluate your performance in that week’s module, provide feedback on the readings/assignments, and communicate any areas that you are still having difficulty understanding.

Deliverables and Evaluation – The brief form will be available in each week’s module at the beginning of the week, and is due by the following Sunday at 11:59 p.m. EST. You will be awarded full points for completing the entire form with the detail specified therein. You will be awarded half points for completing any less than the entire form, and you will not receive points if the form is blank and/or not submitted.

Each Self-assessment is worth 3 points, for a total of 30 points for all 10.

Assignment: Current Event Analyses (50 Points)

Overview – You will complete two Current Event Analyses (“CEA”). For each CEA, you will receive a topic we have covered in class (e.g., negligent tort liability). You will find a recent news article related to that topic and analyze the article using sources from the course. You will post each analysis in the Discussion Board to receive feedback from your peers. You will also comment on two other students’ analyses. The CEAs must be at least three paragraphs, with few or no grammar/spelling errors, and must fit the assigned topic.

Deliverables and Evaluation – Each CEA is worth 25 points. Your written portion is worth 15 points, and your responses to your peers are worth 10 points. Each CEA should include the following:

- Title (can be title of the article, or a title you create)
- First paragraph: briefly summarize the article
- Second paragraph: connect the content of the article with the assigned topic, taking care to use relevant vocabulary terms from the text
- Third paragraph: complete your analysis. Feel free to use “I” statements in this paragraph, but refrain from punditry and stick to the assigned topic. (For example, if the article is about a lawsuit

against a pharmaceutical company for negligently injuring a consumer, you can argue that the element of duty is lacking/clearly in existence, framing your argument in the language we learned in the text and lecture. However, you should not say “All Rx companies are evil so they deserve to be sued” or “All consumers who file lawsuits are just greedy.”)

- Always feel free to pull in your relevant professional experience – we should all learn from one another!

Your response to at least two other students' CEAs should include the following:

- An additional point to add on to the student's posting (e.g., if the student discussed the negligent tort at issue in an article, but did not address the difference between criminal and tort liability, you might bring that up)
- Whether or not you agree with the student's analysis of the article and why/why not

Assignment: Case Outlines (40 points)

Overview – You will complete two graded Case Outlines. In each Case Outline, you will read a legal opinion and create an outline summarizing the important points of the opinion.

Deliverables and Evaluation – Each Case Outline will contain the following elements:

- Issue: What was/were the issue/issues for the court to decide? – 4 points
- Facts: What are the relevant facts? – 4 points
- Rules: What laws/rules did the court use in making its decision? – 4 points
- Analysis: What was the court's analysis/reasoning? – 4 points
- Conclusion: What was the conclusion (“holding”) of the court? That is, how were the issues resolved? – 4 points

Assignment: Debate Assignment (50 Points)

Overview – This semester, you will engage in an analytical debate of a topic provided to you. For the first week of the exercise, you will be assigned to argue the case for either the plaintiff or the defendant. One other person on your team will have the same side to argue, so the two of you are encouraged to collaborate on ideas. You will still write your own individual arguments.

For the second week of the exercise, you will post a rebuttal to one of your opposing teammate's posted arguments. Initially, the debate will take place within your group's discussion board. At the end of the second week, the discussion boards will be opened up so that the entire class can look at all of the debates. We will engage in a debriefing discussion as a class.

Deliverables and Evaluation –

The first part of the assignment is the posting of your argument. This portion is worth 30 points.

Your main argument should include the following elements:

- Opening Statement – 5 points (2-3 sentences explaining why your side should win. The last sentence should preview your 2-3 main argument points).
- Argument Points – 20 points
 - Include at least 2 main arguments that are well-written and demonstrate preparation and forethought (5 points)
 - Use the elements/factors of relevant laws to make your point (10 points)
 - Include citations to the text and other relevant material (5 points)
- Closing Statement – 5 points (2-3 sentences summarizing your arguments and reiterating why your side should win)

The second part of the assignment is the posting of your rebuttal. This portion is worth 20 points. Your rebuttal must be posted in response to one of your group members who originally argued the side opposite yours (that is, you click the “Reply” button on your group member’s post so your response is tied to that post). Your rebuttal should *not* be a re-posting of your main argument. You need to address your opponent’s points directly. If your opponent followed the required argument format, your rebuttal should look like this:

- Opening Statement – 5 points (2-3 sentences explaining why your opponent is incorrect)
- Rebuttals – 10 points (for each argument your opponent posted, provide a response with citations to appropriate portions of the text/readings)
 - Include at least one well-written rebuttal argument to each argument posed by your opponent (5 points)
 - Cite to the text and other relevant materials in your answer, and use the elements/factors of relevant laws to support your side (5 points)
- Closing Statement – 5 points (sum up your main responses to your opponent)

Assignment: Peer Editing of Memorandum (30 Points)

Overview – You will write a memorandum this term (see below). You will submit your memorandum to at least two other students in the course for peer evaluation; you will also evaluate at least two other students’ memoranda.

Deliverables and Evaluation – You will be asked to evaluate your peers’ papers using the criteria in the memorandum rubric (see below). You will go through this exercise using a link in Blackboard, where you will follow the given instructions to evaluate the papers. You will complete one evaluation for each student whose paper you review.

You will receive points for this assignment as follows:

- Completed all questions asked (10 points)
- Gave full and complete responses to narrative questions (“It’s good” is not an appropriate response to the question, “What is your overall impression of this memorandum?”) (10 points)
- Reviewed at least 2 papers before the deadline (10 points)

Assignment: Memorandum (100 Points)

Overview – Rather than a final examination, you will culminate this semester with the creation of a memorandum in which you identify at least four separate legal issues that your firm may face, with a detailed analysis, for each, of (a) why the issue exists and (b) what the likely outcome/next step will be. You are not writing this as an attorney – rather, it is meant as a way for you to look at potential areas where your firm may need legal advice. The memo will be written from the perspective of a new business owner who is just starting a firm in any field you wish. The audience for your memo may just be yourself, or your business partners.

Because this is such an important assignment, we will be scheduling a time to meet live in Blackboard via Wimba (the live classroom tool) to explain the assignment and address any questions you might have.

Deliverables and Evaluation – You will be graded based on the following criteria:

- Appropriately formatted heading with “TO:” “FROM:” “DATE” and “SUBJECT” lines. – 2 points
- First paragraph concisely explains the nature of the memorandum – 5 points
- Second paragraph concisely explains your company – the name, what you do, etc. This can be a real firm or a hypothetical firm. – 10 points

- Remaining paragraphs concisely analyze at least four separate legal issues (e.g., negligent tort liability, trademark protection, etc.) – 10 points
- Final paragraph concisely re-states your analysis – 10 points
- Paper is free of spelling errors – 5 points
- Paper is free of the following types of errors: subject/verb agreement; improper use of homonyms (their/there/they're, etc.); comma splice; sentence fragment – 10 points
- Paper is largely free of other distracting grammatical errors – 10 points
- Each of the four separate legal issues analyzed includes the appropriate elements/factors of relevant laws (e.g., if you discuss negligent tort liability, you (a) identify what negligent tort liability is; (b) identify the elements (duty, breach, proximate cause, cause in fact, damages); (c) explain why negligent tort liability is a potential issue for your firm; and (d) explain the likely outcome) – 20 points
- Each of the four separate legal issues analyzed includes citations to the text and other relevant materials. Citations must appear after *each* item quoted and/or paraphrased from the text, not just at the end of a paragraph. – 15 points
- Use of APA citation formatting – 3 points

Quizzes and Online Participation (200 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 200 points based on:

Up to 100 points – Reading the required text chapters and working through the online quizzes according to the class schedule; and

Up to 100 points – Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with other students.

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

The Blackboard site for this course also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. These items are in the **Assignments** folder in Blackboard.