

Course Information

Semester & Year: Spring 2025

Course ID & Section #: BUS-18-E7641 (057641)

Instructor's name: Eli Naffah

Day/Time: Wed 6:05-9:10 pm

Location: HU 110, Humanities Bldg.

Course units: 3 units, 4.5 TLU's

Instructor Contact Information

Office location or *Online: Via Phone, TechConnectZoom, or in Humanities Bldg.

Office hours: Flexible

Phone number: Send email or contact at class to set up appointment

Email address: eli-naffah@redwoods.edu

Required Materials

Textbook title: Business Law: Text & Cases, Accelerated Course

Edition: 14th edition

Author: Miller, Roger LeRoy

ISBN: 978-1-337-11671-8

Other requirement: None

Catalog Description

Fundamental legal principles pertaining to business transactions. This course is an introduction to the legal process in a business setting. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.

Course Student Learning Outcomes

1. Explain legal concepts relevant to business.
2. Use reference sources to gather information on legal concepts relevant to business.
3. Apply legal concepts to analyze factual business scenarios.

Prerequisites/Co-requisites/ Recommended Preparation

Students should be able to utilize programs such as Microsoft Word.

Students should possess or have access to a reliable personal computer.

Evaluation & Grading Policy

| | | | |
|---------------------|-----|-------------------------|-----|
| Class Participation | 10% | Briefs and Presentation | 15% |
| Shark Tank Report | 15% | | |
| Mid-Term Exam | 30% | Final Exam | 30% |

1. **Class Participation:** All students will be expected to participate in answering and commenting on discussion questions in class. This is an opportunity for all students to discuss business law issues, and to express their opinions. An open forum for legal discussion means that all students should feel free to express their opinions and respect the opinions of others.

2. **Briefs and Presentation:** All students will be assigned some cases to brief. In this process students prepare a written summary of the cases (case briefs), and orally introduce their cases to the class. See the format for briefing cases on the last two pages of this syllabus. Complete typed case briefs for the cases assigned, plus complete typed responses to any legal reasoning questions at the end of the cases assigned.

3. **Shark Tank Report:** Watch a new episode of Shark Tank (January-April 2024), on ABC-TV (Fridays at 8pm) or on www.abc.com. Prepare a 4-6 page report, double-spaced, no particular format required. Comment on what transpired on the show, whether or not you agreed with the individual Sharks, and what would you have done if you were a Shark on the show.

4. **Mid-Term Exam:** The exam will cover course materials (reading assignments, lecture notes, discussion topics, etc) for Chapters 1-9, 13-14. The exam is 90 minutes (1 1/2 hours) long, consisting primarily of multiple choice, true-false, and short-answer essay questions.

5. **Final Exam:** The exam will cover course materials (reading assignments, lecture notes, discussion topics, etc) for Chapters 10-12, 15-19. The exam is 90 minutes (1 1/2 hours) long, consisting primarily of multiple choice, true-false, and short-answer essay questions.

Grading Scale: A=93-100; A-=90-93; B+=87-90; B=83-87; B-=80-83; C+=77-80; C=70-77; D=60-70; F=below 60

Faculty Initiated Drop: *Note that students may be dropped from the class for inactivity and insufficient participation in the class (i.e. not taking exams, not submitting course work, etc.)*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Student Feedback Policy

This course provides weekly threaded discussion forums which allow students to interact by commenting on other student's posts. Under Files, the instructor has provided weekly lectures to supplement the textbooks. Office hours are available upon request. Instructor is readily available via email.

Exams

Exams are taken in class.

Technology skills, requirements, and support

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials,

Students can obtain a free Office 365 license (includes Word, Excel, PowerPoint and more) with a valid CR email.

Before contacting Technical Support please visit the Online Support Page. For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Student Accessibility Statement and Academic Support Information

Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at My CR Portal

For help logging in to Canvas, visit My CR Portal.

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: Canvas Student Orientation Course (instructure.com)

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

<https://www.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=ARKSTR7410A2>

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

AI Use Class Policy

Use of generative artificial intelligence (AI) such as ChatGPT and Google's Bard is not permitted in the class. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

<https://www.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=ARKSTR7410A2>

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Counseling

Counseling & Advising can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Learning Resource Center

Learning Resource Center includes the following resources for students

- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center
- Academic Support Center – offers tutoring and test proctoring for CR students.
- Student Tech Help – provides students with assistance around a variety of tech problems.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor

- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit [TimelyCARE](#) here

Mental Health Counseling Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info Text: 707-496-2856 Email: shawnabmft@gmail.com Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Basic Needs Center

The Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information here.

Contact info Phone: 707-476-4153 Email: the-grove@redwoods.edu

EOPS

Extended Opportunity Programs & Services (EOPS) [Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in Eureka or in Del Norte.

Veterans Resource Center

The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Student Support Services

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.' Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety.

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Spring 2025 Dates

January 17 Last day to register for classes (day before the first class meeting)

January 18 Classes begin

January 20 Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)

January 31 Last day to drop without a "W" and receive a refund

February 2 Last day to add a class

February 2 Last day to drop without a "W", no refund

February 3 Census Date (20% of class)

February 14 Lincoln's Birthday Holiday (District-wide closure)

February 17 President's Day Holiday (District-wide closure)

March 28 Last day for student initiated withdrawal

March 28 Last day for faculty initiated withdrawal

March 17-22 Spring break (no classes)

March 31 District-wide closure (Cesar Chavez Day)

May 10-16 Final Examinations

May 16 Semester Ends

May 16 & 17 Commencement

May 23 Grades due

May 30 Grades available

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Course Syllabus

Text: Miller, Roger LeRoy *Business Law: Text and Cases, An Accelerated Course* 14th Edition (Boston, MA: Cengage Learning, 2018)

Available MindTap feature: see Preface pages xiii-xiv in text.

****NOTE THAT THE FOLLOWING COURSE SYLLABUS MAY BE SUBJECT TO CHANGE!****

| <u>Wk</u> | <u>Date</u> | <u>Chapters</u> | <u>Subject Material</u> | <u>Pages</u> |
|------------------|--------------------|------------------------|--|---------------------|
| 1 | 1/22 | 1.1 – 1.6 | Law and Legal Reasoning | 2 – 25 |
| 2 | 1/29 | 2.1 – 2.4 3.1 - 3.5 | Business and the Constitution Courts and Alternative Dispute Resolution | 26 – 44 45 – 66 |
| 3 | 2/5 | 4.1 – 4.5 | Tort Law | 67 – 88 |
| 4 | 2/12 | 5.1 – 5.4 5.1 – 5.4 | Criminal Law and Cyber Crime | 89 – 112 |

| <u>Wk</u> | <u>Date</u> | <u>Chapters</u> | <u>Subject Material</u> | <u>Pages</u> |
|-----------|-------------|----------------------------|---|------------------------|
| 5 | 2/19 | 6.1 – 6.5 13.1 – 13.5 | Business Ethics Intellectual Property Rights | 113 – 130 246 – 265 |
| 6 | 2/26 | 14.1 - 14.6 | Internet Law, Social Media, and Privacy | 266 - 282 |
| 7 | 3/5 | 7.1 – 7.5 8.1 – 8.4 | Nature and Terminology (of Contracts) Agreement in Traditional and E-Contracts | 132 - 146 147 – 165 |
| 8 | 3/12 | 9.1 9.2 – 9.3 | Consideration Capacity and Legality | 166 – 174 174 - 188 |
| 9 | 3/19 | No class | Spring Break | |
| 10 | 3/26 | EXAM | Mid-Term Exam | |
| 11 | 4/2 | 10.1 – 10.6 11.1 - 11.3 | Defenses to Contract Enforceability Third Party Rights and Discharge | 189 – 207 208 - 227 |
| 12 | 4/9 | 12.1 - 12.5 | Breach of Contract and Remedies | 228 – 243 |
| 13 | 4/16 | 15.1 - 15.4 16.1 – 16.4 | Formation of Sales and Lease Contracts Performance, Breach, and Warranties in Sales & Lease Contracts | 283 - 305 306 - 330 |
| 14 | 4/23 | 17.1 – 17.6 | Agency Relationships in Business | 332 – 353 |
| 15 | 4/30 | 18.1 – 18.4 18.1 – 18.4 | Small Businesses Limited Liability Companies | 354 – 374 354 - 374 |
| 16 | 5/7 | 19.1 - 19.6 | Corporations | 375 – 400 |
| 17 | 5/14 | EXAM | Final Exam (5:30-7:30 pm) | |

Format for Briefing Cases

- *Case Title:*
_____ v. _____
- *Facts:*
Summarize the relevant facts to the case. (i.e. 3-6 sentences)
- *Issue:*
What is the main issue that the court is addressing; phrase it as a question “?”.
(1 sentence)
- *Rule of Law:*
What is the court’s decision, and answer to the question.
(usually 1 sentence, can start with yes or no)
- *Reasoning:*
What is the court’s analysis and reasons for coming up with the rule of law in response to the issue posed? (i.e. 4-8 sentences)

[Note that the case brief is normally between ½ to 1 page typed]

BUS-18: Sample Legal Brief

Goss v. Lopez

Facts: Students in the Columbus, Ohio, public schools brought this suit. The students claimed that their constitutional right to due process had been violated when they were suspended temporarily without a hearing prior to their suspensions. The Ohio Code provides for free education for all students between the ages of six and twenty-one. Principals may suspend students for misconduct for up to ten days or expel them. In such cases, the school officials must notify parents of the suspension or expulsion within twenty-four hours and include a notice of the reasons. Suspended students may appeal to the board of education. The suspensions of the ten students, who brought this action, occurred during a period of widespread unrest in the Columbus public schools.

Issue: Whether students may be suspended for ten days or less without due process of law.

Rule of Law: Suspensions of ten days or less are not de minimis. Due process is required before school officials can suspend students.

Reasoning: Under Ohio law, the plaintiffs had a right to public education; therefore, school officials must accord them due process before depriving them of protected interests. Schools have broad authority to establish and enforce standards of conduct; however, such authority is subject to constitutional limitations. Students have a property interest under the Fourteenth Amendment to an education. The court reasoned that “the State is constrained to recognize a student’s legitimate entitlement to a public education as a property interest which is protected by the Due Process Clause and which may not be taken away for misconduct without adherence to the minimum procedures required by that Clause.” The Due Process Clause also protects liberty interests to a good name and reputation from arbitrary action by the state. Short suspensions are less intrusive on students’ rights than are expulsions; however, exclusion from the educational system for ten days is not de minimis.

In order to protect property and liberty interests, courts cannot permit school systems to impose suspensions in any way they deem appropriate. If due process applies, what process is due? Due process requires notice and a hearing prior to suspension for ten days or less. A hearing consists in giving the student “an opportunity to explain his/her version of the facts.”