

**Elmira Business Institute**  
**Student Syllabus: Business Law (BUS120)**

**Prerequisites: None****Course Credits/ Clock Hours: 3/45****Course Delivery Mode: Residential****Course Description**

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This course is an introduction to the structures and functions of the American legal system. The foundation and history of the justice system will be studied. A case study approach will be integrated into the study of criminal law, torts, and contracts. Emphasis will be placed on factual reasoning and logical analysis. (Lec/Lab/Ext/Total) (45/0/0/45).

**Student Learning Outcomes**

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

- Utilize academic sources to research and evaluate case studies pertaining to Constitutional Amendments, criminal law, and civil law
- Apply the case study approach to address diversity
- Compose reflection and/or opinion papers addressing those legal concepts discussed in a case study, video clip, handout, newspaper article, and/or journal article. Sources may include *Annual Editions*, *Star Gazette*, *Washington Post*, television documentaries, etc.
- Compare and contrast criminal and civil law
- Define the functions of the court system and its application to real-world business situation
- Analyze the importance of contract law to the world of business
- Demonstrate contracts and the important role they play in business agreements
- Develop a final research project. Specific directions will be given during the first two weeks of class.

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**Required Course Texts & Course Materials**

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Kubasek, Nancy K., Browne, M. Neil. *Dynamic Business Law w/ Connect 5<sup>th</sup> ed*, McGraw Hill, 2019. Print. ISBN: 9781260696455

Supplemental educational learning materials may include and are not limited to published articles, online articles, educational videos, and / or guest speakers as assigned throughout the course.

**Assessment**

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Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

***Student Homework Policy Statement***

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

***Calculation of a Semester Credit Hour***

All coursework at Elmira Business Institute is measured in semester credit hours. One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.

- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

***Definition of a Contact Hour***

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

**Evaluation**

<b>Assessment Type</b>	<b>% of Grade</b>
Attendance/Professionalism	15%
Examinations	45%
Homework	15%
Project	10%
Final Exam	15%
<b>Total</b>	<b>100%</b>

**Grading Scheme**

<b>Numerical Average</b>	<b>Letter Grade</b>	<b>Quality Points</b>
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

## **Course Policies**

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### ***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

### ***Attendance Policy***

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

***Make-Up Policy***

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

***Academic Integrity/Plagiarism Rules***

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

***Please keep in mind that plagiarism includes:***

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

**Students will be given a complete policy the first day of class to review and sign.**

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

***Academic Support******Private Instruction***

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

***Faculty Office Hours***

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

***Academic Advising/Mentoring***

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

***The Library***

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program. The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “D-” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

### Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• An overview of general legal principles to apply to situations that may be encountered when operating in the business environment.</li> <li>• The basis of law in the United States</li> <li>• The functions of law in organized society</li> <li>• An overview of the rules and regulations regarding classroom instruction at EBI, including grading criteria</li> <li>• An overview of course schedule and assignments</li> </ul>
2	<b>Introduction to Business Law and the U.S. Legal System</b> <ul style="list-style-type: none"> <li>• An introduction to Dynamic Business Law</li> <li>• Business Ethics</li> <li>• The U.S. Legal System</li> <li>• Alternative Dispute Resolution</li> </ul>
3	<b>The Constitution and Business Crime</b> <ul style="list-style-type: none"> <li>• Constitutional Principles</li> <li>• International and Comparative Law</li> <li>• Crime and the Business Community</li> </ul>
4	<b>Liability and Intellectual Property</b> <ul style="list-style-type: none"> <li>• Negligence and Strict Liability</li> <li>• Product Liability</li> <li>• Liability of Accountants and Other Professionals</li> <li>• Intellectual Property</li> </ul>
5	<b>Test # 1</b> Demonstration of Student Knowledge through Test Number 1 <b>Introduction to Contract Law</b> <ul style="list-style-type: none"> <li>• Introduction to Contracts</li> <li>• Agreement</li> <li>• Consideration</li> </ul>

6	<b>Continuation of Contract Law</b> <ul style="list-style-type: none"> <li>• Capacity and Legality</li> <li>• Legal Assent</li> <li>• Contracts on Writing</li> <li>• Third-Party Rights to Contracts</li> </ul>
7	<b>Contract Discharge and Introduction to Sales and Lease Contracts</b> <ul style="list-style-type: none"> <li>• Discharge and Remedies</li> <li>• Introduction to Sales and Lease Contracts</li> <li>• Title, Risk of Loss, and Insurable Interests</li> <li>• Performance and Obligations under Sales and Leases</li> <li>• Remedies for Breach of Sales and Lease Contracts</li> </ul>
8	<b>Test # 2</b> Demonstration of Student Knowledge through Test Number 2 <b>Warranties, and Negotiable Instruments</b> <ul style="list-style-type: none"> <li>• Warranties</li> <li>• Negotiable Instruments: Negotiability and Transferability</li> <li>• Negotiation, Holder in Due Course, and Defenses</li> </ul>
9	<b>Liability and Funds Transfers</b> <ul style="list-style-type: none"> <li>• Liability, Defenses, and Discharge</li> <li>• Checks and Electronic Funds Transfer</li> <li>• Secured Transactions</li> </ul>
10	<b>Creditors, Bankruptcy, and Agency</b> <ul style="list-style-type: none"> <li>• Other Creditors' Remedies and Suretyship</li> <li>• Bankruptcy and Reorganization</li> <li>• Agency Formation and Duties</li> <li>• Liability to Third Parties and Termination</li> </ul>
11	<b>Forms of Business and Partnerships</b> <ul style="list-style-type: none"> <li>• Forms of Business Organization</li> <li>• Partnerships: Nature, Formation, and Operation</li> <li>• Partnerships: Termination and Limited Partnerships</li> </ul>
12	<b>Test # 3</b> Demonstration of Student Knowledge through Test Number 3 <b>Introduction to Corporations</b> <ul style="list-style-type: none"> <li>• Corporations: Forming and Financing</li> <li>• Corporations: Directors, Officers, and Shareholders</li> <li>• Corporations: Mergers, Consolidations, Terminations</li> </ul>
13	<b>Securities and Employment Law</b> <ul style="list-style-type: none"> <li>• Corporations: Securities and Investor Protection</li> <li>• Employment and Labor Law</li> <li>• Employment Discrimination</li> <li>• Administrative Law</li> </ul>

14	<b>Consumer, Environmental, Antitrust, and Property Law</b> <ul style="list-style-type: none"><li>• Consumer Law</li><li>• Environmental Law</li><li>• Antitrust Law</li><li>• The Nature of Property, Personal Property, and Bailments</li></ul>
15	<b>Real Property, Landlord-Tenant Law, Insurance Law, Wills and Trusts</b> <ul style="list-style-type: none"><li>• Real Property</li><li>• Landlord-Tenant Law</li><li>• Insurance Law</li><li>• Wills and Trusts</li></ul>
16	<b>Test # 4</b> <ul style="list-style-type: none"><li>• Demonstration of Student Knowledge through Test Number 4</li></ul>

**Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.**

*Revised February 2016 mzt, Revised July 2017klp, Revised August 2018 klp, Revised August 2019 em, Revised December 2019*



**GRADING RUBRIC**

Evaluation will be based on the average of all required criteria.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Possible Criteria	1	2	3	4	5	Comments
1. The student introduces the case, topic, and/or experience in a way that draws in the audience.						
2. The student clearly states the facts to be debated, proven, or explained.						
3. The student focuses on his/her personal thoughts and feelings about the topic or experience.						
4. The student presents events in chronological order or in an order that provides relevance to the topic.						
5. The student compares his/her reactions to the case, article, or experience to additional learning using compare and contrast.						
6. The student expresses the personal meaning or value of the topic.						
7. The student concludes in a way that reiterates his/her understanding of the topic.						
8. The spelling, punctuation, grammar and sentence structure are accurate.						
9. The writing assignment is neatly typed.						
10. The student thoroughly discussed ( ) separate aspects of the assignment and/or cases.						

Additional Comments: \_\_\_\_\_

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes\_\_\_\_\_No\_\_\_\_\_

### Completing an Opinion Paper

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and/or lecture. There are no right and/or wrong answers in an opinion paper. However, you, the student, do need to support your “opinion” with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I, the student, agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I, the student, already know about?

### Possible Grading Rubric

	<b>Poor</b> <b>1</b>	<b>Average</b> <b>2</b>	<b>Well Presented</b> <b>3</b>	<b>Excellent</b> <b>4</b>	<b>____/12</b>
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					

### General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes \_\_\_\_\_ No \_\_\_\_\_

**Alternate Rubric for Evaluating Case Analysis**  
**Case Analysis Evaluation 100 Points**

	<b>Above average</b>	<b>Average</b>	<b>Below average</b>	<b>Points</b>
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, and clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from [www.cpcc.edu/learningcollege/learning outcomes/rubrics/rubric\\_for\\_case\\_studies.doc](http://www.cpcc.edu/learningcollege/learning%20outcomes/rubrics/rubric_for_case_studies.doc)

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes\_\_\_\_\_No\_\_\_\_\_

## Career Readiness Assessment “CRA”   ☐Midterm   ☐Final

Student Name: \_\_\_\_\_ Course ID: \_\_\_\_\_ Instructor: \_\_\_\_\_

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
<b>Attendance</b>		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
<b>Class Engagement (Initiative)</b>		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
<b>Listening Skills</b>		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
<b>Behavior</b>		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
<b>Professionalism</b>		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: \_\_\_\_/100

**Professionalism Grade**  
**15%**