

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

1. **Course:** (Enter proposed discipline, number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)
Discipline/No: BMG 106 **Title:** Legal Basics in Business

Division Code: BUS Department Code: BMG Effective Term: Fall 2000

2. **Type of Approval:** (applies to both new courses and changes)
 Full Approval
 Conditional Approval
 This proposal previously received conditional approval for the Term: _____

3. **Reason for Submission:** This Course is being submitted for: (check all that apply)
 New Course Approval (Skip the rest of Section I and go directly to Section II.)
 Five-year Syllabus Review No changes to course
 Major Change(s)
 Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)
 Reactivation of Inactive Course
 Inactivation (Submit Sections I and II only.)

4. **Change Information:** (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

Minor Changes
 Course Discipline/Number (was _____)
 Course Title (was _____)
 Course Description
 Capacity (was: ____)
 Pre or Co-requisites
 Course Objectives (minor changes)
 Distribution of Contact Hours (contact hours were: lect: _____ lab _____ clin _____ exp _____)
 Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning & the Section Handout.)
 Other _____

Major Changes (Major changes will be reviewed by Curriculum Committee.)
 Credit hours (credits were: _____)
 Core Elements: (Elements to be added: _____ (Elements to be removed: _____)
 Grading
 Course Objectives (major changes)
 Total Contact Hours (total contact hours were: _____)
 Honors (Attach Honors Section Approval Form.)
 Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.)
 Other _____

5. **Rationale for changes:**
 Course description describes relationship to other offerings

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. **Department Review** (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)

Will significant new resources be required? yes no (If yes, explain _____)
 Have departments that may be affected by this course been consulted? yes no (Explain _____)
 Does the department support approval of this course? yes no (See minutes of 4/8/99)

Print: Cheryl Gracie Signature: _____ Date: 12/22/2000
 Faculty/Preparer

Print: Granville Lee Signature: _____ Date: 12/19/2000
 Department Chair

2. **Division Review** (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)

Will significant new resources be required? yes no (If yes, have they been secured? yes no)
 Is this a curricular priority for your division? yes no (Comment _____)
 What is your estimate of projected enrollment? 30

Recommendation Yes No Joanmary Wilson 12-22-00
 Division Dean's Signature Date

3. **Curriculum Committee Review** (Attach additional comments if necessary.)

Recommendation Yes No _____ _____
 Curriculum Committee Chair's Signature Date

4. **Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)

Approval Yes No _____ 1/11/01
 Vice President's Signature Date

Date Filed: 1/19/01 **DISTRIBUTED & FILED** Catalog File Date: 1/19/01 Vice President's Office - ISS 1/19/01
 Core Elements Approved: _____ AC's Code: 121 **JAN 26 2001** New Syllabus Date: _____

MELISSA L. HASLER

JAN 10 2001

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

SECTION III. COURSE SYLLABUS

For help screens, select a field and press F1.

A. COURSE DETAILS (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: <u>BMG 106</u>		2. Course Title: <u>Legal Basics in Business</u>	
3. Course Description: This course is designed for those students wishing to learn about legal issues that arise in business. In one course, students will learn to apply fundamental legal principles and rules in order to "redflag" situations of potential legal liability and make suggestions for reducing legal risks, particularly as they apply to legal issues concerning the student's chosen trade or profession. Students will learn to use legal resources readily available in the community and explore the nature of the relationship between business ethics and law. Students are expected to make use of computer technologies to learn in both an individual and collaborative environment. This course is appropriate for those students pursuing a trade or occupational career as well as those seeking to transfer.			
4. Credit Hours: <u>3</u> If Variable credit, Give Range: _____ to _____ If repeatable for credit, how many times?		5. Class Capacity: <u>30</u> (If nonstandard, attach Class Capacity Exception form.)	
7. Contact Hours per Semester in: Lecture: <u>3 45</u> Lab: _____ Clinical: _____ Experiential: _____ Total Contact Hrs: _____		6. Course Options: <input checked="" type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input type="checkbox"/> P/NP Grading (Attach rationale.)	
10. a. Course Purpose: <input type="checkbox"/> Program Specialty <input checked="" type="checkbox"/> Program Support <input type="checkbox"/> Non-program Specialty <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Basic skills		9. Co-requisite(s): (limit to 2) <u>None</u>	
		8. Prerequisite(s): <u>None</u>	
		b. Is this course a requirement for a program? <input checked="" type="checkbox"/> Yes (specify the program(s) below) <u>Business Transfer (ASBAS)</u> <input type="checkbox"/> No	
		c. Indicate schools to which you want Curriculum Services to send syllabus: (If transfer is approved, attach documentation.) <input checked="" type="checkbox"/> EMU (already sent) <input type="checkbox"/> UM <input type="checkbox"/> Other _____	

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics that naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

PART I: Fundamental Principles and Rules of Business Law

- Source and Authority of Law
- Cost of Law Suits
- Contracts
- Torts
- Agencies
- Property

PART II: Important Areas of Interest in Business Law

- Insurance
- Employment Law
- Consumer Law
- Forms of Business
- Going Global
- Cyber law

PART III: Using Community Resources

- Industry Specific Concerns
- Legal Resources in the Community
- Research Paper

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

C. CORE ELEMENT INFORMATION

1. Core Element Submission Information: (Please check all that apply)

- This course has been previously approved for core elements. List **previously** approved core elements: _____
- Please review this course for core elements marked in part 2 below. (Mark only core elements being added or those needing review because of proposed major changes to the course.)
- This course does not meet any core elements. Explain _____

2. Proposed Core Element(s): (Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner. <input type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications. <input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using Standard English. <input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra. <input type="checkbox"/> 5. To represent and solve problems using mathematical techniques. <input type="checkbox"/> 6. To interpret elementary descriptive statistics. <input checked="" type="checkbox"/> 7. To comprehend and use concepts and ideas. <input checked="" type="checkbox"/> 8. To develop, express, test, and evaluate ideas. <input checked="" type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner. <input checked="" type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning. <input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives. <input checked="" type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations. <input type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and communication. | <ul style="list-style-type: none"> <input type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities <input type="checkbox"/> 15. To understand the basic principles of scientific inquiry. <input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness. <input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment. <input type="checkbox"/> 18. To understand the basic principles and applications of technology. <input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems. <input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment. <input checked="" type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior. <input checked="" type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society. <input checked="" type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions. <input checked="" type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

DIRECTIONS: Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:

- If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.
Other course(s) required _____

Dean's Comments:

Curriculum Committee's Comments:

Vice President's Comments:

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED

DIRECTIONS: (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.

Unit Objectives

Core Elements

PART I: Fundamental Principles and Rules of Business Law

Students will...

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| # 1 | Demonstrate a fundamental knowledge of basic legal concepts covered in core areas of business law. | <input type="text"/> |
| # 2 | Use that knowledge in the analysis of hypothetical case situations in order to determine the scope of potential legal liability. | <input type="text"/> |
| # 3 | Identify how legal liability might be minimized or avoided in the particular situation. | <input type="text"/> |
| # 4 | Critically examine legal positions in collaborative learning experiences in order to:
a. recognize a diversity of viewpoints and bias concerning a legal issue.
b. examine the nature of the relationship between business ethics and law. | <input type="text" value="7, 8, 9, 10"/> |

Unit #1 Source and Authority of Law

Key Learning Question: Where do all these laws come from and what exactly is their power over me?

Students will be able to...

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| # 1 | Recognize the essential characteristics of a law and how laws are classified as to Constitutional, statutory, administrative, case and common law. | <input type="text"/> |
| # 2 | Recognize the various sources of law in this country as to federal, state, and local, their evolution over time, and how they are impacted by social, political and cultural institutional influences. | <input type="text" value="21, 22, 23"/> |
| # 3 | Recognize which law prevails, (state or federal), in case two laws are in conflict. | <input type="text"/> |
| # 4 | Explain how the Federal Interstate Commerce Clause can impact businesses that are protected by the U.S. Constitution. | <input type="text"/> |
| # 5 | Identify sources of information that can provide information relevant to proposed and recently adopted laws to assure compliance with any changes in the law that may impact a business (preferably your own). | <input type="text"/> |
| # 6 | Examine the relationship that exists between law and ethics. | <input type="text"/> |

Unit #2 Cost of Law Suits

Key Learning Question: Why do law suits cost so much?

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

Students will be able to...

- # 1 Identify a situation in a business, (preferably at work), that could result in a lawsuit if the situation remains uncorrected.
- # 2 Identify the remedies that a party may seek when bringing a lawsuit against a business.
- # 3 Recognize and distinguish between monetary and non-monetary losses associated with defending a lawsuit.
- # 4 Identify the steps involved in the legal process when defending a civil lawsuit.
- # 5 Describe the major ways in which a state and federal court can obtain jurisdiction over parties and subject matter in a lawsuit, recognizing the distinction between exclusive and concurrent jurisdiction.
- # 6 Recognize several alternative means of dispute resolution when a lawsuit is contemplated or filed.
- # 7 Identify several steps that help reduce the risk of a lawsuit against a business.
- # 8 Recognize the similarities and distinguish differences that exist in the exposure to legal liability among small as opposed to large companies.

Unit #3 Contracts

Key Learning Question: What should I know about Contracts? How Do I Understand My Rights and Obligations?

Student will be able to...

- # 1 Recognize situations that may later lead to a breach of contract lawsuit.
- # 2 Define contracts according to their enforceability in court; according to their stage of completion and according to the number of promises exchanged.
- # 3 Explain the basic elements of a valid contract and each element's effect on the enforceability of a contract and apply these elements to case situations in order to determine if a valid contract has, or has not, been formed.
 - A. These elements include, but are not necessarily limited to, the following...
 - 1) agreement
 - 2) consideration
 - 3) genuine assent
 - 4) capacity
 - 5) legality
 - B. The analysis will include how legal liability might be minimized.
 - C. Students will critically examine the legal positions in collaborative learning experiences in order to:
 - 1) Recognize a diversity of viewpoints and bias concerning this legal issue.
 - 2) Examine the nature of the relationship between business ethics and law in situations involving contracts.
- # 4 Explain the meaning of contractual intent and distinguish it from other types of intent in the context of objective vs. subjective standards.

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

- # 5 Recognize what is meant by a “material term” in a contract and which terms can be implied where they are not expressed.
- # 6 Recognize which contracts must be in writing to be enforceable.
- # 7 Recognize when Article 2 of the Uniform Commercial Code applies to your contract and describe the types of situations that the special provision of Article 2 would most often be used.
- # 8 Describe the levels of performance the courts consider when determining the seriousness of a breach and the remedies that are available for each in the context of specific case situations.
- # 9 Identify the common situations under which will include the following:
 - a. agreement of the parties
 - b. conditions precedent or subsequent
 - c. operation of law
- #10 Recognize the importance of reviewing all terms of a contract before entering a contract making certain that all relevant terms are included and how courts can “fill in the gaps.”

Unit #4 Torts

Key Learning Question: What should I know about Torts? Can I really be held liable for that?

Students will be able to...

- # 1 Recognize situations in a business, (preferably your own), that may lead to a tort claim.
- # 2 Recognize “fundamental” nature of a civil suit as being grounded in tort and as attaching legal consequences to what society considers “unreasonable” behavior.
- # 3 Distinguish civil suits from criminal suits.
- # 4 Explain the meaning of “reasonable person” in the context of an objective, (as opposed to subjective), standard.
- # 5 Explain the most common defenses available in civil suits in the context of the fundamental nature of a tort and reasonable person concept.
- # 6 Explain the required elements of proof for several intentional torts and apply these elements to case situations in order to determine if legal liability could exist. Suggested torts include:
 - a. Assault
 - b. Battery
 - c. Defamation
 - d. Invasion of privacy
 - e. False Imprisonment
 - f. Contract Interference
 - g. Trespass and Fraud
- # 7 Explain the required elements of proof for a claim in negligence and apply these elements To case situations in order to determine if legal liability could exist.
 - a. The analysis will include how legal liability might be minimized.

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

- b. Critically examine the legal positions in collaborative learning experiences in order to:
 - 1) Recognize a diversity of viewpoints and bias concerning a legal issue.
 - 2) Examine the nature of the relationship between business ethics and law in situations involving contracts.

- # 8 Explain the required elements of proof for a claim in strict liability and apply these elements to case situations in order to determine if legal liability could exist.
 - a. The analysis will include how legal liability might be minimized.
 - b. Students will critically examine the legal positions in collaborative learning experiences in order to:
 - 1) Recognize a diversity of viewpoints and bias concerning a legal issue.
 - 2) Examine the nature of the relationship between business ethics and law in situations involving negligence.

- # 9 Recognize and distinguish claims based on negligence from those based in strict liability, recognizing how they can overlap, particularly in the case of product liability.

- #10 Recognize potential liability for the unauthorized use of intellectual property.

Unit #5 **Agencies**

Key Learning Question: Can I really be held liable when he (she) did it?

Students will be able to...

- # 1 Explain how an agency relationship can be created through the express or implied actions of the parties.
- # 2 Explain the duties owed by the principal and the agent to each other in an agency relationship.
- # 3 Explain the rights of the principal and the agent in an agency relationship.
- # 4 Identify the factors a court will consider in determining if an independent contractor has become an employee of the principal and thereby subjected the principal to tort liability for any torts committed within the scope of employment.
- # 5 Explain how an agent obtain express and implied authority to enter into contracts on the principal's behalf.
- # 6 Explain how a principal can ratify a previously unauthorized contract.
- # 7 Explain how a court will determine if apparent authority existed when the agent acted on the principal's behalf.
- # 8 Identify situations when the principal must notify third parties of the termination of the agency relationship.
- # 9 Explain the rules that a court uses to hold an employer liable for the actions of an employee as being within the "scope of employment" in the context of case situations.

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

Unit #6 Property

Key Learning Questions: What are my rights and obligations concerning the property I own?
Why can't I do what I want with the property I own?
Why am I liable for what others do with my property?

Students will be able to...

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| # 1 | Distinguish between real property and personal property and explain how personal property can be classified as a fixture and be included in the sale of real property. | <input type="checkbox"/> |
| # 2 | Recognize property ownership as the acquisition of legal rights associated with the property, (particular that of possession and transfer) and that these rights may be shared in a variety of ways including
a. time, (lease, life estates, etc.)
b. sharing of right to possession, (concurrent ownerships) | <input type="checkbox"/> |
| # 3 | Identify legal duties rights and duties associated with ownership of property, particularly in the context of society's interest in protecting the environment and planned use of land. | <input type="checkbox"/> |
| # 4 | Explain what is meant by a "chain of title" and its significance in determining ownership of property. | <input type="checkbox"/> |
| # 5 | Recognize the different ways of acquiring ownership of real and personal property and explain the legal requirements for acquisition and apply to case situations for
a. purchase (contract)
b. gift
c. inheritance (under a will and through intestate succession)
d. adverse possession (real) and possession (personal) and confusion (personal)
e. eminent domain (condemnation)
f. foreclosure | <input type="checkbox"/> |
| # 6 | Explain the legal rights and duties of landlords and tenants and apply to case situations. | <input type="checkbox"/> |
| # 7 | Describe the important ways in which society documents ownership of property, including the use of recording statutes, the statutes relationship to "chain of title" and the circumstances under which the chain of title may be broken. | <input type="checkbox"/> |
| # 8 | Recognize the types of bailments that may arise in the operation of a business, particularly those that may arise involuntarily, and the duties owed by the bailor and bailee as well as their rights. | <input type="checkbox"/> |
| # 9 | Explain the basic rights protected under copyright and patent laws and identify the types of situations that represent permissible and not permissible use of the works of others, including situations involving the use of technology. | <input type="checkbox"/> 12 |

PART II Important Areas of Interest in Business Law

Students will...

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| # 1 | Examine particular areas of the law that are frequently the basis of business lawsuits in order to "redflag" situations that can arise in a business setting leading to lawsuits. | <input type="checkbox"/> |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

- # 2 Offer guidelines and suggestions for reducing the risks of these lawsuits.
- # 3 Critically examine legal positions in collaborative in collaborative learning experiences in order to:
a. recognize a diversity of viewpoints and bias concerning a legal issues within these topics.
b. Examine the nature of the relationship between business ethics and law.

Unit #7 Insurance

Key Learning Question: Why do I need insurance? What kinds should I get?

Students will be able to...

- # 1 Recognize the parties to an insurance policy and describe the rights and duties of each.
- # 2 Explain what is meant by an “insurable interest.”
- # 3 Explain the essential provisions in an insurance policy for a business and indicate when each is appropriate to include.
 - a. effective date of coverage
 - b. co-insurance
 - c. cancellation
 - d. arbitration
 - e. pre-existing condition
- # 4 Describe the types of policies available and how to determine when a particular type of coverage is appropriate for your business.
- # 5 Describe the “value-added” that can be available from a reputable and experienced insurance agent or broker.

Unit #8 Employment Law

Key Learning Question: What are my rights and my duties as an employer?
Or, what are my rights and duties as an employee?

Students will be able to...

- # 1 Describe what is meant by an “at-will employee” and recognize situations where an at-will employee can claim wrongful discharge even though there was no established duration of employment.
- # 2 Recognize situations that may lead to Title VII, (Discrimination), claims and available defenses to these claims.
- # 3 Describe the various forms of sexual harassment and recognize situations in which they are present.
- # 4 Explain what is meant by a “covenant not to complete” and the conditions under which they are likely will be consider legal.

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

5 Explain the conditions under which someone is considered disabled under the “Americans with Disabilities Act” and the rights this provides them, (and the duties it imposes on businesses).

6 Recognize common potential legal problems in the interviewing and application procedures of a business.

Unit #9 Consumer Law

Key Learning Question: Is the customer always right?

Students will be able to...

1 Describe the common legal bases for customer suits, including claims based in torts, contracts, and statutes.

2 Explain how, and under what conditions, express and implied warranties are created and the legal obligations placed by each upon a seller, particularly in the context of product liability and giving examples of each.

3 Identify and describe the conditions under which a warranty can be effectively disclaimed and provide an example

4 Identify and describe the major provision of federal and state consumer protection laws and provide an example of each.

Unit #10 Forms of Business

Key Learning Question: What is so important about being a corporation?

Students will be able to...

1 Describe the various forms of ownership.

2 Distinguish the various forms of ownership on the basis of:
a. liability
b. management
c. profit distribution
d. ease of formation and operation

3 Identify sources of information to assist you in selecting an appropriate form of business.

Unit #11 Going Global

Key Learning Question: What if I want to sell or buy overseas?

Students will be able to...

1 Recognize the various sources of international law that may impact the operation of a business.

2 Explain the special legal doctrines of comity, sovereign immunity and act of state and their impact on international business.

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

- # 3 Identify and describe international contracts that may come under the Convention on Contracts for the International Sale of Goods (CISG) and describe how the CISG impacts those contracts.
- # 4 Identify the sources of assistance for businesses entering the international market for the first time.
- # 5 Identify the impact of global influences on law, (particularly political and cultural influences), both from an international and domestic perspective.

PART III Using Community Resources

Unit #12 Cyber law

Key Learning Question:

Students will be able to...

- #1 Identify the impact of the Internet on the laws concerning intellectual property, (specifically, copyrights and patents)
- #2 Identify the impact of the Internet on the laws concerning freedom of speech.
- #3 Identify the impact of the Internet on the laws of jurisdiction.
- #4 Identify the major legal issues of privacy that have arisen concerning the use of technology, particularly those technologies involving the Internet.
- #5 Identify how the traditional doctrines of contracts and torts are impacted by e-commerce.

Unit #13 Industry Specific Concerns

Key Learning Question: What do I need to know concerning legal issues in my chosen profession?

Students will be able to...

- # 1 Identify legal issues and laws that apply to their chosen profession in a significant way using available community resources. (When appropriate, confer with department chair of appropriate occupational program.)

Unit #14 Legal Resources in the Community

Key Learning Question: Where can I find the information I need without checking with an attorney and spending money?

Students will ...

- # 1 Use legal resources that are available in the community, including those available through

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

the Internet, to acquire a fundamental knowledge of basic legal concepts in an area of business law specific to their chosen trade, occupation, or profession.

Unit #15 Research Paper

Key Learning Question: How do I explain what I know to someone else who might not be familiar with the law?

Students will ...

- # 1 Demonstrate their knowledge through an oral or written presentation that addresses the:
- a. scope of potential legal liability in their chosen area
 - b. potential for a diversity of viewpoints and bias concerning the legal issues involved
 - c. ethical implications of the legal issues

7, 8, 9, 10

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

E. INSTRUCTIONAL METHODS AND EVALUATION

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

- Lecture/Discussion _____
- Field Trips _____
- Clinical Instruction _____
- Team Assignments _____
- Self-Paced Learning _____
- Telecourse _____
- Internet Instruction _____
- Video Seminar _____
- Computer Simulations _____
- Laboratory Assignments _____
- On-Site Work Experience _____
- Interactive TV _____
- Other _____

2. Evaluation Criteria:

- Attendance _____
- Quizzes _____
- Class Discussion _____
- Tests _____
- Papers _____
- Midterm _____
- Portfolio _____
- Final Exam _____
- Projects _____
- Home Work _____
- Reports _____
- Presentations _____
- Clinical/Work _____
- Performances _____
- Other _____

3. Attendance Requirements: (For Certification or non-evaluative purposes.)

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

- Lab equipment _____
- Testing Center one exam _____
- LRC Reserves Reserves _____
- Student Competitions _____
- Computers Student access to Internet during class _____
- Off-Campus Sites _____
- CD ROM _____
- Student Tutors _____
- Field Trips _____
- Distance Learning Classroom _____
- Other _____

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

2. Texts: (Please indicate if no text is required.)

Option I

Title: Basic Law for Small Business
 Author: Jarvis, Susan S. Copyright Yr: 1997
 Publisher: West Publishing Company Est. Cost: \$45.-

Title: Course Pack Supplement taken from magazines, newspapers and resources available from publisher over the Internet.
 Author: various Copyright Yr: various
 Publisher: various Est. Cost: \$15.-

Option II

Title: Business Law: Text and Exercises, 2nd ed.
 Author: Roger Leroy Miller & William Eric Hollowell Copyright Yr: _____
 Publisher: _____ Est. Cost: \$70.-

Title: Course Pack Supplement taken from magazines, newspapers and resources available from publisher over the Internet.
 Author: various Copyright Yr: various
 Publisher: various Est. Cost: \$15.-

Other Texts: _____

3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:

(e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions	Cost Estimates
_____	_____
_____	_____

4. Reference Materials Students Will Use:

(e.g. journals, books, manuals, maps, LRC reserves, etc.)

5. Audio/Visual and Computer Materials Students Will Use:

(e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
_____	_____