



BUSINESS LAW II – SUMMER 2015 (ONLINE)

06/15/2015 until 07/26/2015

myetudes.org

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Section #:8203

This is an online class that is presented on Etudes. WLAC's website address is: www.wlac.edu . If you have any problems with the Etudes portal please go to <http://www.wlac.edu/online/students.asp>

Required For This Class

1. YOU ARE REQUIRED TO HAVE ACCESS TO A COMPUTER, THE INTERNET AND ETUDES EVERYDAY. (NO EXCUSES)
2. Read & Follow the Syllabus
3. Pay attention to announcements and e-mails
4. Check e-mail and Etudes everyday
5. All emails MUST have the following SUBJECT: **BUSINESS LAW 2 - 8203**
6. Read each assigned Chapter
7. Go to the Modules sections and review the Power Point presentation for each chapter & take notes
8. Participate in the class "Chat Room"
9. Submit assignments
10. Do the EXAMS & ASSIGNMENTS on time
11. **NO LATE WORK WILL BE ACCEPTED FOR ANY REASON – DO NOT ASK TO TURN IN YOUR WORK LATE. I WILL NOT RESPOND TO SUCH REQUESTS. NO LATE WORK WILL BE ACCEPTED FOR ANY REASON!**

Course Description

This course covers essentials of the laws of negotiable instruments, security devices, partnerships, corporations, estates and bankruptcy in their application to everyday problems of business.

Students with Disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services in *HRLC 119* or *via telephone at (310) 287-4450* as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Grading and Evaluation (1050 Points)

Chapter Assignments-OUTLINES	400 points (8 Assignments - 50 Points Each)
Exam #1	200 points
Exam #2	200 points
Chapter 21 Current Event	100 points
Chapter 22 Current Event	100 points
Participation in Chat Room	50 points

900-1050 = A	800-899 = B	700-799 = C	600-699 = D	599 and below = F
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Course Text

Cengage Advantage Books: Business Law Today, The Essentials: Text and Summarized Cases, 10th Edition - Roger LeRoy Miller | Gaylord A. Jentz ISBN-13: 9781133191353

Learning Outcomes

This course will help students achieve the following institutional Student Learning Outcomes:

- A. **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
 - **Assessment:** The student will read court opinions and be able determine legal requirements
- B. **Ethics:** Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.
 - **Assessment:** The student will read the required reading legal ethics and review outlines and summaries to gain knowledge of necessary legal ethics.
- C. **Communication:** Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
 - **Assessment:** The student will answer discussion questions on an assigned legal topic and participate in class discussions.
- D. **Civic Responsibility:** Apply the principles of civility to situations in the contexts of work, family, community and the global world.
 - **Assessment:** The student will do online research on the U.S. legal system and give a written account of what you learned from the experience in online discussions

College Policies and Standards

Attendance: Students are expected to attend *all* classes for which they are registered, to be prompt and to remain in class/lab for the entire time. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from the class. Instructors may drop a student from a class whenever a student is absent more hours than the number of hours the class meets per week. Withdrawal from class can affect eligibility for federal financial aid.

Dropping a Class: Students wanting to drop a class should drop online at www.wlac.edu, click "For Students," then "Student Information System." Students who stop attending a class are responsible for withdrawing from the class to prevent being issued a failing "F" grade in the class.

Special Instructional Accommodation: If there are special accommodations that you require to be successful in this course, please discuss your situation with the professor. To receive accommodations for a special need or disability, students must register with the Office of Disabled Student Program and Services, HLRC at (310) 287-4450. Tape recording of lectures and discussions will not be permitted without the consent of the instructor.

Academic Integrity: Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. When there is evidence of cheating or plagiarism in classroom work, the instructor may assign a failing grade, "F," or zero points to the examination or assignment in which the alleged cheating or plagiarism occurred. Before a substandard grade is issued the instructor will provide the student with supporting documentation of the plagiarism or cheating charge. Instructors have the authority to use plagiarism detecting instruments such as "Turn It In" to detect academic dishonesty. For assistance with classroom projects, papers and assignments, please visit the Learning Skills Center, HLRC.

Standard of Student Conduct: Faculty members are charged with responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accordance with the LACCD Standard of Student Conduct. Select forms of disciplinary action appropriate to the misconduct may be taken by an instructor when there is evidence that the student's behavior interferes with classroom instruction.

The following types of disciplinary action may be taken by an instructor:

- 1) **Warning**- A verbal or written notice, given to the student by an instructor. Continuation or repetition of the specified conduct may be cause for further disciplinary action.
- 2) **Removal by Instructor** - An instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, the student shall not return to the class from which he or she was removed without the permission of the instructor of the class.

Students may refer to the College Catalog or the online student orientation at www.wlac.edu; click "Counseling, Assessment and Orientation," then scroll down to "Orientation" for complete details regarding the aforementioned policies.

Cell Phone and Other Communication Devices: If you bring your cell-phone to class, be sure to have it in a mode where it will **not ring** and disturb others. If you have to answer an emergency phone call, please step out of the classroom. Devices of this type should be placed on vibrate and never visible during class time. I will give you one warning and then you will be removed from class.

Classroom and Campus Cleanliness: Please help us keep the classroom and campus grounds clean. No food or beverages, except for water, is permitted inside instructional classrooms /labs. Please use the receptacles to dispose of trash.

Electronic Mail

Electronic mail is the official method of communication for delivery of college information. Student email addresses will be recorded in the college's electronic directories and records. If you need to update an email address, visit www.wlac.edu, click "For Students," then "Student Information System." Once you log in, you can change your email by clicking "edit" at the top of the page next to your email address.

Instructional Support and Monitoring

Monitor your academic progress online at www.wlac.edu click "Counseling, Assessment and Orientation," then on the DegreeWorks icon, or visit the Counseling Office in A13. For instructional support and assistance with research projects, visit the Learning Skills Center and Library in HLRC.

NO LATE WORK WILL BE ACCEPTED FOR ANY REASON!

Text Reading Assignments

**DO THE FOLLOWING EVERY WEEK
FOR EACH CHAPTER**

1. Read Weekly Assigned Chapters
2. Review PowerPoint Presentations, Glossary of Terms, Chapter Review Questions On Etudes In Modules and take notes & study
3. Submit Chapter Assignments by due date: Chapter Outlines – NO LATE WORK WILL BE ACCEPTED - Deadlines are Sundays at 11:00 pm
4. Ask question/Answers Questions in the class "Chat Room:
5. Determine if there are any other assignments, for example a Current Event or Exam
6. YOU ARE RESPONSILBE FOR ALL DUE DATES AND DEADLINES. PLEASE BE CAREFUL!

SCHEDULE

WEEK 1

CHAPTER 13. Negotiable Instruments.

WEEK 2

CHAPTER 14. Checks and Banking in the Digital Age.

CHAPTER 15. Creditors' Rights and Bankruptcy.

WEEK 3

CHAPTER 16. Mortgages and Foreclosures after the Recession.

EXAM #1 – CHAPTERS 13-16 ****IT IS A TIMED EXAM. ONCE YOU BEGIN YOU CANNOT STOP. DEDICATE TIME FOR TAKING THE EXAM**

WEEK 4

CHAPTER 17. Agency.

CHAPTER 18. Employment Law.

WEEK 5

CHAPTER 19. The Entrepreneur's Options.

CHAPTER 20. Corporations.

WEEK 6

CHAPTER 21. Investor Protection, Insider Trading, and Corporate Governance.

CHAPTER 22. Antitrust Law and Promoting Competition.

EXAM #2 – CHAPTERS 17-20 ****IT IS A TIMED EXAM. ONCE YOU BEGIN YOU CANNOT STOP. DEDICATE TIME FOR TAKING THE EXAM**

EIGHT CHAPTER OUTLINE ASSIGNMENTS

EACH IS WORTH 50 POINTS (400 POINTS)

One of the best pieces of advice that I give my students is to outline their textbook readings for classes. The two primary reasons why I encourage this is because developing the outlines will help students in their understanding and retention of material in the text chapters and creating an outline will also provide a study guide for course exams. *Outlines will be graded on the basis of accuracy, punctuation and form.*

HOW TO OUTLINE A CHAPTER IN OUR TEXTBOOK

1. Don't try and read a chapter in a short period of time. In order to retain information from textbooks, students are better served by reading a chapter over the course of several reading periods. To cram the reading of a chapter into one sitting, it will be difficult to understand and retain text let alone develop an outline.
2. Use chapter and section headings in the course text as headings for the outline. It helps to turn section headings into questions and then use the related text to answer the question. For example, a textbook section titled "Articles of Confederation" could be altered to an outline heading such as "What were the Articles of Confederation." After each heading, summarize the chapter text relevant to the answering of that question.
3. Start with the chapter title and chapter number at the top of the page.
4. Read anything in bold, underlined or in italics. Write that information down. Vocabulary words are incredibly important. Don't just write the definition down that you see in the back of the book or on the side, read the one in the text and get a fuller picture of how the word is used and the context.

EXAMPLE

- I. Chapters Are Divided into Sections
 - A. Sections each have specific information
 - B. Indenting the descriptions of each section makes it easier to read
 1. When you don't indent it is harder to find the information
 2. When you don't indent it is harder to study from your outline
 - C. Outlines should have enough information to help on a test.