



## COURSE OUTLINE

**Course Number**  
**BUS 107**

**Course Title**  
**Business Law I**

**Credits**  
**3**

**Hours:**  
**Lecture/Lab/Other**  
**3 Lecture, 0 lab**

**Pre-requisite Course**  
**none**

### **Catalog description (as it appears in 2014-2015 edition):**

Foundation course dealing primarily with contracts: the making of contracts, contractual elements, contracts in action, discharge of contracts, and remedies. Orientation to the legal system includes examination of law history and purpose. Uniform Commercial Code applications are stressed. *3 lecture hours*

**Is course New, Revised, or Modified?** [Modified courses are those which have a new prefix or course number] No

**Course Coordinator:**  
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**Revision Date:**  
This outline was revised Spring 2020.

### **Required texts/other materials:**

**Required Textbook:**  
*To be determined by course coordinator each semester.*

**Supplemental Materials:**  
This course is offered online. Online materials are provided including video, client interviews and demonstrations of hypothetical tort law issues. Students are provided with a semester-specific online access code that will change each semester.

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at:

[www.mccc.edu/student\\_library\\_course\\_form.shtml](http://www.mccc.edu/student_library_course_form.shtml))

**Supplemental Materials:**

All materials should be provided to the students via their Blackboard course. This course is offered in an online delivery option. Therefore, supplemental materials are supplied online and students are expected to submit assignments through Blackboard.

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

N/A

**Course Competencies/Goals:**

*The student will be able to:*

- **Course Competency One:** Students can explain the historical basis of business law, understand the role of the U.S. and state government courts systems, and how the United States legal systems operates under the principle of stare decisis.
- **Course Competency Two:** Students can distinguish between law and ethics, apply the predominant principles of business ethics, and can effectively analyze business ethics scenarios.
- **Course Competency Three:** Students can communicate the differences between the objectives, principles and general processes of tort law and criminal law.
- **Course Competency Four:** Students can recognize and determine the elements of business torts and negligence.
- **Course Competency Five:** Students can recognize and determine the elements of white collar crime, business and financial crimes, and related offenses.
- **Course Competency Six:** Students can explain the principles of contract law and understand the elements of a valid contract.
- **Course Competency Seven:** Students can explain the remedies for breach of contract and applications of the Uniform Commercial Code to contract law.
- **Course Competency Eight:** Students can provide a well-reasoned explanation of how federal and state law affects numerous aspects of business.

**Institutional Learning Goals:** The following Institutional Learning Goals apply to this course, as noted in the units below.

**Institutional Learning Goal 1.** Written and Oral Communication in English: Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4.** Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 5.** Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 8.** Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

**Institutional Learning Goal 9.** Ethical Reasoning and Action: Students will understand ethical frameworks, issues, and situations.

## **Units of study in detail**

### **Unit I Understanding United States Law and Jurisprudence**

#### **Learning Objectives**

##### ***The student will be able to...***

- Discuss the United States legal system, sources of law, distribution of powers and how these concepts relate to the work of the paralegal. (Course Competencies 1, 6; Institutional Learning Goals 5, 7)
- Discuss the international considerations of business law (Course Competencies 1, 6; Institutional Learning Goal 8)
- Explain the essential differences between criminal and tort law, including the sources, penalties and significant parallel concepts. (Course Competencies 1, 6; Institutional Learning Goals 5)
- Explain the role of the judicial system within the three branches of government (Course competencies 1,6; Institutional Learning Goals 5, 7 )
- Explain the structure of the federal and state court systems. (Course Competencies 1, 6; Institutional Learning Goals 5, 7)

### **Unit II Understanding Civil Litigation and Business Law**

#### **Learning Objectives**

##### ***The student will be able to...***

- Describe the initiation of a complaint. (Course Competencies 1, 6; Institutional Learning Goals 1, 5)
- Describe the paralegal's role in civil litigation during the discovery process, as it applies to tort law and negligence cases. (Course Competencies 1, 6; Institutional Learning Goals 1, 5)
- Describe the elements of business torts including appropriation, defamation of character, libel, slander, false light, conversion, and related business torts. (Course Competencies 1, 6; Institutional Learning Goals 1, 5)
- Identify business torts and negligence in the news and emerging cases, and to communicate the appropriate principles of law presented in the news article/case. (Course Competencies 2, 6, 8; Institutional Learning Goals 1, 5, 9)
- Explain the defenses to business torts, and the circumstances wherein the defenses will apply to business torts. (Course Competencies 2, 3; Institutional Learning Goals 1, 2 & 4)
- Analyze hypothetical business law scenarios and apply tort law principles to the issues presented. (Course Competencies 2, 3, 6; Institutional Learning Goals 1, 2 & 4)
- Explain the principles of professional malpractice.(Course competency 4)
- Explain both sides of the tort reform debate, with a focus on business law perspectives. (Course competency 4)
- Define the elements of negligence and provide an example of each element. (Course Competencies 4,5; Institutional Learning Goals 1)
- Explain the defenses to negligence and the circumstances when defenses may apply. (Course Competencies 4, 5; Institutional Learning Goals 5, 7 & 9)
- Explain the elements and application of strict liability. (Course Competency 7, Institutional Learning Goals 1, 6)
- Understand the ethical implications of vicarious liability, in a variety of applications. (Course Competency 8, Institutional Learning Goals 9 )
- Explain the elements and examples and ethical implications of vicarious liability, and analyze vicarious liability in hypothetical scenarios. (Course Competency 7, Institutional Learning Goals 6, 9 )
- Identify the circumstances in which an employer may be vicariously liable for the acts of an employee or an independent contractor. (Course Competency 2, 6, 7, Institutional Learning Goals 1,6 )
- Distinguish between an employer-employee relationship and an employer-independent contractor relationship. (Course Competency 2, 6, 7, Institutional Learning Goals 1, 6)

- Identify the exceptions to the bailor non-liability rule as applied to the owners of automobiles. (Course Competency 2, 7, Institutional Learning Goal 1)
- Recognize situations in which contributory negligence is imputed. (Course Competency 2, 7, Institutional Learning Goals 1, 5)
- Explain and apply the concepts of Product Liability. (Course Competency 2, 7, Institutional Learning Goals 1, 5 )
- Understand the concept of Joint Liability and identify those situations in which tortfeasors are jointly and severally liable for their acts. (Course Competency 2, 7, Institutional Learning Goals 1,5 )

### **Unit III Understanding White Collar Crime: Business and Financial Crimes**

#### **Learning Objectives**

***The student will be able to...***

- Describe the basic criminal law process as it pertains to the investigation and prosecution of white-collar crimes. (Course competency 5, Institutional Learning Goals 1,5)
- Explain the basis of criminological theory, including mens rea and actus reus and the reasons for crimes. (Course competency 5, Institutional Learning Goals 1,5)
- Distinguish between a criminal action and a civil action. (Course competency 5, Institutional Learning Goal 5)
- Recognize how one incident can give rise to both a civil action and a criminal action. (Course competency 5, Institutional Learning Goal 5)
- Analyze business crimes including conversion, embezzlement, fraud and related crimes. (Course competency 5, Institutional Learning Goal 5)
- Analyze and recognize pyramid schemes and Ponzi schemes. (Course competency 5, Institutional Learning Goal 5)
- Discuss the impact of business fraud on society. (Course competency 5, Institutional Learning Goal 5)
- Explain the basis for some of the most prominent business crimes in U.S. history. (Course competency 5, Institutional Learning Goal 5)
- Explain the role of the federal government (agencies) in certain business crimes. (Course competency 5, Institutional Learning Goal 5)

### **Unit IV Contract Law Basics**

#### **Learning Objectives**

***The student will be able to...***

- Describe each of the elements of a valid contract. (Course competency 6, Institutional Learning Goal 1)
- Explain the elements that constitute a void contract. (Course competency 6, Institutional Learning Goal 5)
- Describe the reasons that businesses use contracts and the role of contract managers. (Course competency 6, Institutional Learning Goal 5)
- Explain how contracts are formed, and what processes are used for negotiations of contracts. (Course competency 6)
- Recognize the differences between contracts and unenforceable agreements.(Course competency 6)

**Unit V Contract Law Concepts**

**Learning Objectives**

***The student will be able to...***

- Describe and provide examples of valid offers.(Course competency 6, Institutional Learning Goal 5)
- Describe and provide examples of valid acceptance.(Course competency 6, Institutional Learning Goal 5)
- Discuss rules of acceptance such as the mailbox rule and the mirror image rule.(Course competency 6, Institutional Learning Goal 1)
- Describe the principles of legality and unconscionability in contract law.(Course competency 6, Institutional Learning Goal 5)
- Describe the requirements for contractual capacity and the three major considerations for capacity.(Course competency 6, Institutional Learning Goal 5)
- Explain the role of contractual consideration and provide tangible examples of how valid consideration can be demonstrated in a contract.(Course competency 6, Institutional Learning Goal 1)
- Provide a complete analysis of sample contract proposals to establish validity.(Course competency 6, Institutional Learning Goal 1)
- Define and explain the role of the Uniform Commercial Code (UCC.) (Course competency 7, Institutional Learning Goal 5)
- Recognize when the UCC applies and how the UCC affects certain contracts.(Course competency 7, Institutional Learning Goal 5)

- Provide written or verbal explanation regarding the role of warranties and related aspects of sales as applies to contract law.(Course competency 7, Institutional Learning Goal 1)

### **Students with Disabilities**

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's office is LB221, and she can be reached at (609) 570-3525.

### **Academic Integrity Statement**

This course is entirely compliant with the academic integrity standards of the college. This course specifically covers the implications of plagiarism and academic integrity, and covers how students can ethically embark on legal research tasks and the use of technology in the online classroom and beyond. Students are required to read, review, and follow the standards set forth in the Mercer County Community College Student Handbook academic integrity standards before submitting any assignment. Academic Dishonesty will result in failure of this course.

### **Equal Opportunity Policy**

Mercer County Community College is committed to equal opportunity and affirmative action. Discrimination on the basis of race, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, nationality, political views, religion, disability unrelated to job or program requirements or any other characteristic protected by law is prohibited. Questions regarding the equal opportunity policy and compliance statement may be directed to the Affirmative Action Officer, West Windsor Campus, (609) 586-4800, ext. 3270.