

**BUS 135 – BUSINESS LAW & ETHICS**  
**Fall 2015 – Monday @ 6:45-9:15 p.m.**  
**Room: Fairbanks #107**

Instructor: Chad Chernet, esq.  
Office Hours: By appointment

E-Mail: cchernet@rollins.edu

**COURSE OVERVIEW:** This course introduces students to the legal and ethical environment of for-profit and nonprofit organizations (NPO's) in the United States. It assists students in identifying and analyzing legal and ethical issues, while giving students practical decision-making skills. Basic legal content such as contracts, torts, alternative dispute resolution, intellectual property, business organizations and employment/labor law are covered.

**WHAT YOU WILL LEARN, THINK, AND DO:**

- Understand basic legal content such as contracts, criminal law, torts, alternative dispute resolution (ADR), intellectual property, and employment law.
- Understand the meaning of the First, Fifth, and Fourteenth Amendments to the U.S. Constitution and how they apply to the business environment.
- Identify and analyze ethical issues in business.
- Develop practical decision-making skills.
- Improve skills in critical inquiry, reading, writing, and speaking.

**REQUIRED READING:**

- Henry Cheeseman, *The Legal Environment of Business & Online Commerce*, **8th edition** (Pearson, 2016).
- Michael Josephson, *Making Ethical Decisions* (Josephson Institute, 2002).
- Interdisciplinary articles and Case studies

**COURSE REQUIREMENTS AND GRADE BREAKDOWN:**

Attendance / Class Participation	25% - 8 pts. per class/4 pts. final exam review day
Reading Notes & Ethics Answers	25% - 8 pts. per assignment
Ethics Research Project & Presentation	25%
Final Exam	25%

**CLASS PARTICIPATION AND READING NOTES: (due each class meeting)**

Students are expected to complete assigned readings, actively participate in discussions, and type reading notes/outlines (every Monday) and end of chapter ethics cases discussion answers in FIRAC format (every Monday). Class attendance and promptness are extremely important. NOTE: If you expect to miss more than 2 days during the semester, please speak with me immediately.

**ETHICS RESEARCH PROJECT & PRESENTATION: (due throughout semester)**

- Find an article in a newspaper or journal on a contemporary ethical/legal issue (related to a theme in the Cheeseman textbook) within the context of a business, nonprofit, and/or public sector enterprise in the United States,
- Make sure professor approves of the topic/issue,
- Conduct research, (cite a minimum of 3-5 scholarly sources using recognized citation format)
- Present a Case study in a 7- to 10-minute PowerPoint or PREZI oral presentation, and
- Turn in a copy of the PowerPoint(either via hard copy or flash drive), and a **typed, doubled-spaced 4-5 page** case study on the day of the presentation.

**The Case Study should include the following elements:**

- A brief history of the issue, (who, what, when, where, why, how, etc.)
- Ethical dilemma/s,
- Legal context and/or issues,
- How the situation should be handled applying Josephson's "Seven-Step Path to Better Decisions," and/or utilitarianism, and/or Kantian ethical guidelines, and/or Rule of Reciprocity, and
- Endnotes or footnotes of all sources cited and bibliography of all sources.

The purpose of the assignment is to give students the opportunity to dig deeper into some of the contemporary ethical/legal topics discussed during the semester. It is imperative that **all sources are cited using a scholarly citation format** (including information on a PowerPoint slide). If you have any questions regarding the assignment, please speak to your professor.

**FINAL EXAM: (December 7<sup>th</sup> from 6:45pm – 9:15pm)**

The **closed-book** final exam consists of 100 multiple choice questions. A final exam review sheet will be distributed the last week of the semester.

**COURSE ROAD MAP****LEGAL AND ETHICAL ENVIRONMENT**

Aug. 24	Legal History
	Ethics and Social Responsibility
Aug. 31	Legal Structures
Sept. 7	LABOR DAY – NO CLASSES
Sept. 14	Resolving Disputes

**Before Class Meets**

Chapter #1, pages 2-20
Chapter #2, pages 21-35
Chapter #3, pages 36-62
Chapter #4, pages 63-85

**THE CONSTITUTION AND PUBLIC POLICY**

Sept. 21	Constitutional Law
Sept. 28	Torts
Oct. 5	Criminal Law
	Intellectual Property
Oct. 12	FALL BREAK – NO CLASSES

Chapter #5, pages 88-112
Chapter #6, pages 114-138
Chapter #7, pages 140-168
Chapter #8, pages 169-196

**FOR-PROFIT AND NONPROFIT ORGANIZATIONS**

Oct. 19	Contracts
Oct. 26	K Performance/Breach
Nov. 2	Business Orgs
Nov. 9	Social Hybrids, LLP, LLC & NPOs

Chapter #9, pages 198-223
Chapter #10, pages 224-244
Chapter #14, pages 310-329
Chapter #15, pages 330-348

**EMPLOYMENT LAW**

Nov. 16	Employment Law
Nov. 23	Worker Protections
Nov. 30	Final Exam Review

Chapter #19, pages 424-447
Chapter #20, pages 450-461

Dec 7	Final Exam	(location TBD)
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**COLLEGE ACADEMIC HONOR CODE:**

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

#### **COLLEGE HONOR PLEDGE AND REAFFIRMATION:**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge; submission implies signing the pledge.

For additional information, please visit the Rollins Academic Honor Code website at

<http://www.rollins.edu/academichonorcode>.

#### **TITLE IX COMMITMENT:**

Rollins College is committed to creating and maintaining a community in which students, faculty and staff can work together in an atmosphere free of sex and gender based discrimination. Rollins is strongly opposed to all forms of sex and gender based discrimination (including sexual assault, intimate partner violence, stalking, and sexual harassment) and is committed to providing support, resources, and remedies to individuals that have experienced sex and gender based discrimination. Faculty members are responsible employees under Title IX and must share information about sex and gender based discrimination with the Title IX Coordinator. Information about available confidential resources, support services, and reporting options can be found online at [www.rollins.edu/sexual-misconduct](http://www.rollins.edu/sexual-misconduct).

#### **COLLEGE POLICY ON STUDENTS WITH DISABILITIES:**

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or email: [gridgeway@rollins.edu](mailto:gridgeway@rollins.edu)

#### **Credit Hour Statement:**

This course is a **four credit-hour course**. The value of four credit hours results from work expected of enrolled students both inside and outside of the classroom. Rollins' faculty requires that students average

approximately three hours of outside work for every hour of scheduled class time. In this course, the additional outside of class expectations include:

- Reading assigned Chapters and outlining material
- Preparing FIRAC analysis of cases in each assigned Chapter
- Research and writing of ethics paper
- Studying for tests

### **Course and Instructor Evaluation:**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Thank you, in advance for making the necessary additions to you syllabus. Please contact me if you have any questions or need any clarification.

### **GRADING:**

- A *Excellent.* Written work demonstrates a mastery of the subject matter for the college level and presented with no major writing/grammatical errors. Student shows clear grasp of concepts, demonstrates ability to synthesize reading and research materials, and participates regularly and enthusiastically in classroom.
- B *Very good.* Written work demonstrates proficiency in the subject matter for the college level and presented with few minor writing/grammatical errors. Student shows good grasp of concepts, demonstrates ability to integrate reading and research materials, and participates regularly and enthusiastically in classroom.
- C *Good.* Directions followed. Student met minimal expectations for the course. Written work shows a reasonable grasp of the subject matter for the college level, but is presented with minor flaws too numerous to be overlooked. Participates in classroom discussion.
- D *Below expectations.* Writing is marred by major mechanical problems. Exam performance fails to demonstrate a reasonable grasp of the material for the college level. Student fails to participate appropriately in class.
- F *Unacceptable.* Written work consistently falls below college level. Student is consistently late in meeting course expectations, shows little or no grasp of concepts and is unable to process or relate reading and research with course material. Student fails to participate appropriately in class. Alternatively, regardless of the quality of a student's work, this grade may be assigned for failure to comply with the attendance policy for the course or for failure to submit a required paper or for plagiarism.

### **Acknowledgement of BUS 135 course expectations and requirements**

I, \_\_\_\_\_, hereby certify that I have read, understand and accept all expectations and requirements outlined in this syllabus and shall abide by the same.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date