



Course Prefix/Number/Title: ACCT 215 - Business in the Legal Environment

Number of Credits: 3

Course Description: This course introduces students to the legal and regulatory environment in which business organizations operate. Topics explored in this course include the legal system, the legal environment of business, contracts, personal property, sales, negotiable instruments, agency & employment, and business organization.

Pre-/Co-requisites: None

Course Objectives:

Students will be able to:

1. Understand fundamental concepts and terminology in business law;
2. Develop the critical thinking skills for identifying and analyzing issues at the intersection of law and business; and,
3. demonstrate content mastery via classroom participation, exams and term paper.

Instructor: Dr. George Ackerman

Office: Online

Office Hours: Mon- Thurs 11am to 4 pm EST. Do not send texts, I do not use this service.

Phone: 561-667-4209

Email: [george.ackerman@ndus.edu](mailto:george.ackerman@ndus.edu)

Lecture/Lab Schedule: N/A

Textbook(s): Law for Business (Ashcroft & Ashcroft, 19th Edition.) Supplementary reading materials will be provided. Textbook or eBook required. (ISBN-13: 9781305654921)

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#### **ACADEMIC DISHONESTY**

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Any student found to have engaged in academic dishonesty shall fail the assignment and may fail the course. The student may also be referred to the Chair for additional disciplinary action.

#### **AMERICANS WITH DISABILITIES ACT AS AMENDED (ADAAA)**

We are committed to providing the highest quality of education and supporting students' academic success and safety. Therefore, in accordance with the ADA, we will provide reasonable accommodations and services to all students with documented disabilities in order to facilitate learning. Though a request for services may be made at any time, it is best to request services at or before the start of the semester.

To receive accommodations and services, students should immediately contact the ADA Director.

### **Attendance**

While physical attendance is not a requirement for online classes, students are expected to log into the class at the earliest opportunity to check the class web site every day for announcements. Weekly forum discussions are a required part of class participation.

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### **IMPORTANT TERM ASSIGNMENTS:**

#### **TERM PAPER Project:**

#### **TERM PAPER/ PRESENTATION POWERPOINT**

**Part 1** You may select a topic from our textbook or referred to from our modules/units. You are to write an 8-page term. Format/citing requirements are required. Make sure to apply a variety of outside references (rather than just the textbook). Please do not email me papers. They will not count unless through the course. Plan ahead and try tech support if needed. Once the deadline passes, I will be unable to respond to late papers.

**Part 2-** create a 10-12 slide (plus 1 page-add a reference list) (with voice overlay) presentation about your term paper and submit with the term paper.

#### **MID TERM EXAM:**

**The exam will consist of essay form questions. This will cover chapters 1 to 4. Answers will be required to be in APA format and in depth. This will be an open book exam and you will have a week to complete. Please work alone. Please do not email me exams. They will not count unless through the drop box. Plan ahead and try tech support if needed. Once the deadline passes I will be unable to respond to late exams.**

#### **FINAL EXAM:**

**The exam will consist of essay form questions. This will cover chapters 5 to 8. Answers will be required to be in APA format and in depth. This will be an open book exam and you will have a week to complete. Please work alone. Please do not email me exams. They will not count unless through the drop box. Plan ahead and try tech support if needed. Once the deadline passes I will be unable to respond to late exams.**

#### **WEEKLY DISCUSSIONS:**

Each week we will have weekly discussions. APA citing is required. Please post 2 posts per week. 1 post is your initial post (response) plus one post to a fellow classmate. It is vital to follow the samples, go in depth and cite or points are lost. Do not post 1 sentence. Please do not post outside questions on the DBs either. Feel free to use email for questions.

All initial posts are due by Thursday, 11:59 PM of a given week. All responses are due by Saturday 11:59 PM of a given week

#### **CLASS PARTICIPATION / PROFESSIONAL ATTITUDE-NETIQUETTE AND POSITIVE ATTITUDE:**

Part of your grade will reflect your demeanor. In online learning, this means you should abide by the code of “netiquette” described in the course resources file and the attitude you project regarding the work for the course. Do your best with your individual writing assignments without wasting unnecessary emotional energy. Remember that we will typically be working with “ill-defined” problems — problems that, by definition, can be solved in various ways. So give yourself room to be creative without worrying about perfection. In your class participation through the discussion forums, participate actively: contribute to class discussions and support others who do so, take a leadership role in group work (if any), talk to me directly and promptly if online class dynamics do

not suit your learning style. Take responsibility for your work by printing and keeping back-up copies of drafts and projects. Be positive.

**For Communication: EMAIL**

Please list your name, class, school in all subjects for any correspondence or I am unable to assist you. In addition, only professional, positive emails will be responded to. Make sure to read the course policies.

**Methods for Determining Final Grade**

**The course is based on a total of 100 points/percentage points. The components are weighted as follows:**

**REQUIRED:**

<b>Midterm Exam</b>	<b>25</b>
<b>All Discussion Forums</b>	<b>25</b>
<b>Term Paper/PowerPoint</b>	<b>25</b>
<b>Final Exam</b>	<b>25</b>

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**100 TOTAL POINTS POSSIBLE**

To determine the final grades, points will be averaged within categories, weighted and multiplied by the above percentages, and then added.

**Evaluation of Student Learning**

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (Depending on the school scale) will be computed for each of the above items based on the number of points earned. Be aware that your final point total will recalibrated to fit the 100 point scale shown below. Your point total is then converted to a letter grade according to the following scale:

<u>Letter Grade Equivalent:</u>	<u>Total Points Earned:</u>
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-64
D-	63-60
F	Below 59

Note if applicable: I do NOT Curve students upward. If you have an 89.9% that is a B+/B depending on the syllabus, not an A or A-. A 79.9 is a C/C+ not a B-/B Any requests to curve up would be denied. Feel free to review requirements week 1, cite and go in depth.

### Course Outline

## COURSE CALENDAR

Week <b>6/6- 7/27</b>	<b>Readings &amp; Assignments</b>
Week 1 <b>6/6-6/12</b>	Read Chapter 1  Discussion board, 2 posts in depth, APA Format (Graded)  Also post your biography in the DB Area (Not graded)
Week 2 <b>6/13-6/19</b>	Read Chapter 2  Discussion board, 2 posts in depth, APA Format
Week 3 <b>6/20-6/26</b>	Read Chapter 3  Discussion board, 2 posts in depth, APA Format
Week 4 <b>6/27-7/3</b>	Read Chapter 4  Discussion board, 2 posts in depth, APA Format  <b>MID TERM EXAM DUE 7/3</b>
Week 5 <b>7/5-7/11</b>	Read Chapter 5  Discussion board, 2 posts in depth, APA Format
Week 6 <b>7/11-7/17</b>	Read Chapter 6  Discussion board, 2 posts in depth, APA Format  <b>TERM PAPER/POWERPOINT DUE 7/17</b>
Week 7 <b>7/18-7/24</b>	Read Chapter 7  Discussion board, 2 posts in depth, APA Format

Week 8 <b>7/25-7/27 (ends Wednesday)</b>	Read Chapter 8 Discussion board, 2 posts in depth, APA Format <b>FINAL EXAM DUE -7/27</b>
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Grading Rubric: Tasks/Papers/Assignments

LETTER GRADE	LANGUAGE SKILLS	CONTENT & FORMAT	APA STYLE
<b>A= Exceeds most assignment criteria</b>	Perfect spelling, grammar, tense, and voice, with liberal use of synonyms to exhibit clear mastery of language/communication	Surpasses minimal length, with meaningful, relevant, individualized, insightful, and organized ideas that flow very well together	Citations are frequent and correct, while making good use of primary or original reference sources.
<b>B = Exceeds some/meets other assignment criteria</b>	Almost perfect spelling or grammar, but with varying tense or voice, and/or irregular use of synonyms	Attains minimal length, with significant, pertinent, important, connected, yet typical thoughts that flow cleanly throughout	Citations are common and mostly correct with minor faults, but with too much reliance on secondary or already referenced sources.
<b>C = Meets most assignment criteria</b>	Occasional errors in spelling, grammar, tense, and voice, with repetitive use of several words	Barely reaches minimal length, with a collection of unorganized, but correct facts, that flow poorly	Heavy frequency of block quotes and/or lacking citations, with a few major errors in APA style.
<b>D = Meets some/fails other assignment criteria</b>	Many mistakes in spelling, grammar, tense, and voice, with replicated use of many of the same terms	Just below minimal length, with disorganized and confusing thoughts that flow disjointedly	Citations are infrequent or uncommon with poor sources and many major mistakes in APA style.
<b>F = Fails most assignment criteria</b>	Constant inaccuracies in spelling, grammar, tense, and voice, with the same vocabulary used tediously	Short of minimal length, with unrelated or incorrect ideas, that have no flow or reach wrong conclusions	Citations absent, or APA style is so badly presented as to make the entire task suspect for plagiarism.

**Discussion Boards:**

Tips for Discussion Posts

1. Make sure that you complete all of the assigned readings, homework etc. before drafting your main post.
2. Use multivariate thinking and reasoning to assure that you have identified and considered ALL of the variables associated with the topic before drafting your main post.
3. You will be evaluated based on your differentiation between simply subject familiarity and topical mastery. (The more you write and the more variables you offer in your assertions, the greater the likelihood that you will meet the criteria for display of subject mastery.)
4. DO NOT simply cut and paste references from outside sources without offering analysis and commentary. Please make sure that NO MORE than 25% of your post contains reference materials. And, ALWAYS use quotation

marks, indent, and reference your sources. All posts and papers are checked against Turnitin to assure academic integrity.

5. Your main post should be NOT LESS than 3-4 paragraphs in length (depending on the complexity of the topics, and you should always post a sufficient number of follow ups posts during the week to provide examples of your subject knowledge and mastery.

6. The university requires that you be graded on a qualitative basis and assess your level of subject knowledge based on a rubric that distinguishes between recitation of facts, topical understanding, or subject mastery.

7. Full credit for assignments is reserved for those who demonstrate subject mastery. Partial credit is assigned to those demonstrate a lesser level of understanding and awareness about topical issues.

8. Part of the assessment is a determination as to your involvement, participation, and submission of comprehensive posts that showcase subject mastery.

### **SAMPLE "A" GRADED DISCUSSION BOARD POST**

The following is an illustration of how to respond with a fully developed answer.

Q: Why is it necessary for a crisis worker to remain continually vigilant when intervening with a person in crisis.

POOR RESPONSE:

Answer. Because each stage of the intervention may present danger.

STRONG RESPONSE:

Answer:

#### **CRISIS**

A crisis worker should remain vigilant at all times during a crisis intervention for several reasons. First of all, during the initial communication with the client, the worker must try to determine the client's level of lethality; that is, does he or she want to harm himself or herself or others. The worker can then attempt to defuse the client's intention (Ackerman, 2010). (*EXAMPLE OF PARAPHRASE*)

#### **STAGES**

The next stage of intervention, as the client "cools down," can be quite unpredictable. Even though the client's problem may appear to be resolving, the worker must remain vigilant because the client is still unstable. In the final steps of an intervention, the client may seem amenable to the resolution, but there is no way to determine with certainty that he or she will actually comply. If the client is being taken into institutional custody as part of the agreement the worker has made, there is always the chance that the client will use the opportunity for "suicide by cop" (Author Last name, 2010, p. 11). (*EXAMPLE OF DIRECT QUOTE*) Finally, post-intervention, the worker must resolve any issues which he or she (the worker) may encounter as a result of the highly charged situation.

References

Sampson, F. (2010). U.S. Constitution: Fourth Amendment. Retrieved April 14, 2010 from <http://caselaw.lp.findlaw.com/data/constitution/amendment04/>

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General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

CTE Competency/Goal #1: Employ industry specific skills in preparation for workplace readiness.

CTE Competency/Goal #2: Combine general education and vocational skills curriculum

Relationship to Campus Focus: None

#### Online Classroom Policies:

1. Completion of assignments, tests, and attendance are required. You are responsible for regularly logging in to the Blackboard to complete assignments and retrieve course information.
2. You are expected to attend every class. During our specific class times, we will cover content and instruction on Discussion Boards, exams and Term Paper, which will all be done in Blackboard
3. Students are expected to attend on the Blackboard site, which includes reading the textbook, completing assignments and using the study aids available in Blackboard.
4. Grading is the accumulation of attendance, Discussion Boards, exams and Term Paper for total points.

#### Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

#### Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

#### Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.