

**UNIVERSITY OF AKRON**  
**College of Business Administration**  
**Department of Finance**  
**6400:322-002**  
**Business Law II**  
**3 credits**

**SYLLABUS**

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Spring 2016  
Tues./Thurs. 3:15 – 4:30 p.m.  
CRN 16957

**Office Hours:** After class and by appointment. As an adjunct instructor, I have no office on campus.

**Catalogue Description:** Prerequisite: completion of 64 credits. Discussions designed to develop legal reasoning within substantive areas of contractual obligation, agency relationships, partnerships, corporations, accountant's legal responsibility, federal securities regulation and antitrust law.

**Required textbook:** Richard Mann and Barry Roberts, *Essentials of Business Law and the Legal Environment* (South-Western Cengage Learning 12th ed. 2016), CRN 978-1-305-07543-6 (“textbook”).

**Supplemental Materials:** Students may be asked to use the Internet to gain access to various materials for use in class discussions. In addition, there will be handouts from the Instructor from time to time, which may be distributed on-line or by e-mail. Free on-line legal research can be conducted on [www.FindLaw.com](http://www.FindLaw.com). Click “Visit our professional site” in the upper right-hand corner of the site’s home page, under “Are you a legal professional?”

**Springboard:** This course will have a supplemental Springboard site. Please check this regularly for messages, assignments, documents, and the like.

**Instructor Background Information:** Your instructor is an attorney admitted to practice before all courts in the states of Ohio and California, all federal courts within those states, the Sixth and Ninth Circuit U.S. Courts of Appeal, and the U.S. Supreme Court. He practiced business litigation as a partner in a San Francisco, CA law firm and later served as the lead Judicial Law Clerk to a judge of the Sixth Circuit in Cleveland, OH. The professor holds a J.D. from Harvard Law School; and has an M.A. in American legal and constitutional history, and a B.A. in political science and history, from the Ohio State University. He has taught various law-related courses, as well as government and history classes, as an adjunct professor at several colleges and universities for over twenty years.

Please keep the following in mind: (1) We will study general principles and processes of

American law in this course; it will *not* be a class in Ohio law or procedures. (2) Teaching duties do *not* include giving individual students legal advice. The student is enrolled in this class to receive an education in basic legal principles and the legal system, not “advice” applicable to any specific situation. ***Please do not ask the instructor for a professional opinion on any legal issue that you might personally be confronting.***

Should you desire more detailed information about your instructor’s professional and academic background, please consult his entries in *Who’s Who in America*, *Who’s Who in the World*, or *Who’s Who in American Law*.

### **Instructor’s Statement Regarding Course Objectives and Expectations:**

Students who perform satisfactorily in this course will gain a basic understanding of the American legal system and the essence of substantive American law. We will examine the relationships of law, the legal system, government, business, and ethics. The student will also be expected to develop, and use, critical thinking, analytical, and problem solving skills, particularly with respect to the understanding of legal issues and application of legal concepts.

Commerce is the essence of our economy. We all participate in the stream of commerce, and know when we have entered a commercial transaction, such as buying goods, property, or services; or entering an employment relationship. But few persons understand the impact of the legal system on the nature of commercial transactions. Legal regulations govern all aspects of our social and economic actions, and we are obligated to understand those strictures and to conform our conduct to comply with them. As members of society and as participants in a global economy, we rely upon law to define obligations, rights, duties, remedies, and limits on commercial activities. This course will introduce the pupil to fundamental concepts regarding the methods, institutions, and substance of American law, with a particular emphasis on the law’s impact upon business activities. Successful managers, executives, and other business persons must have a basic understanding of the law, and a sophisticated layperson’s ability to apply legal considerations to the decision-making process, if only to enable the businessperson to recognize when it is desirable, or even necessary, to consult a legal professional.

Course objectives include:

- A. Appreciating the nature of law and the legal system.
- B. Understanding the methods, institutions, and operations of the legal system, including how law is made, applied, and enforced, and how disputes are resolved.
- C. Acquiring a general substantive knowledge of the major types of law in the American system.
- D. Comprehending the importance of ethical considerations when making business decisions having legal consequences.

E. Recognizing the crucial relationship between governmental regulation and business activities.

F. Using available legal resources on the Internet and elsewhere.

In addition to learning the subject matter described above, the student should improve his or her skills in the following areas:

(1) constructing organized and rational arguments using legal authorities, principles, rules, and concepts in modern social, political, economic, and ideological contexts,

(2) writing thorough, persuasive, cogent, grammatical, organized, and well-constructed essays and papers, which advance a position and support a sustainable conclusion,

(3) disciplining his or her study techniques and habits so as to absorb and digest substantial amounts of subject material, integrating information drawn from a variety of sources, and distilling the most crucial information out of the reading assignments and lectures,

(4) reading and professional writing at a graduate academic level, and

(5) using higher-order analytical, critical thinking, and problem solving techniques, especially by incorporating legal analysis into the student's critical and problem solving skills.

The key to success in any academic class, whether undergraduate or graduate level, is being an "engaged" learner. This includes thorough preparation for class sessions and exams.

**Testing and Grading Policies:** Your final grade will be determined by one quiz/mini-exam (10%); your performance in class, on homework, pop quizzes, and miscellaneous assignments (30%), a midterm examination (30%), and a final examination (30%). Final grades will be assigned in accordance with the University's standard percentage system based on a 100 point scale:

**Grading scale**

93.0-100.0	A	73.0-76.9	C
90.0-92.9	A-	70.0-72.9	C-
87.0-89.9	B+	67.0-69.9	D+
83.0-86.9	B	63.0-66.9	D
80.0-82.9	B-	60.0-62.9	D-
77.0-79.9	C+	<60.0	F

See also [http://www.uakron.edu/academics\\_majors/ub/important-policies/grade-policy-and-credit.dot#Grades-Grading-System](http://www.uakron.edu/academics_majors/ub/important-policies/grade-policy-and-credit.dot#Grades-Grading-System).

The date of each testing "event" is announced on the calendar below. The mini-exam/quiz and

examinations will consist primarily of essay questions, but some objective components may appear. The midterm test will be **cumulative** of all material studied from the first class session, including material which had been tested on the mini-exam/quiz. However, the final examination will be **non-cumulative** of material tested on the midterm exam; that is, it will (tentatively) test only chapters and related material which was not covered on the midterm examination.

"Objective" testing items may include multiple choice questions, fill in the blank, matching, true or false inquiries, etc.. Objective questions should be answered on the quiz or exam sheet(s) provided by the instructor.

"Essay" questions will pose an issue for analysis and resolution. In addressing an essay question, be sure to **focus your answer on the question asked!** You will be graded on the thoroughness, persuasiveness, organization, and clarity of your response. Your essay should begin with a thesis paragraph, then develop *analysis* of the issue with reference to supporting *facts*, and end with a strong *conclusion* which is responsive to the question posed. You should demonstrate that you *both* (1) *know* the factual information relevant to the inquiry, and (2) can *use* that knowledge to present a cogent analytical argument which advances a position. The student should not merely recite facts in haphazard fashion which have some bearing on the question. It bears re-emphasis that organization, grammatical writing, clarity of expression, cogency of analysis, building an argument, drawing a conclusion, and supporting a position with relevant facts and details are all important to a superior essay answer.

The quiz and tests will also include "identifications," which are a hybrid of objective and short essay questions. The student will be asked to "identify" a key term (a statute, judicial decision, legal doctrine, event, concept, etc.) by discussing the item and its *significance*. The student should demonstrate in an exam book page or so that he or she knows the basic facts about the identification item, as well as show that he or she *understands* why the item is important. Stated differently, why is it relevant to our study of American law and business?

Students should bring **blue or green exam books** to class for the quiz and exams. They are mandatory for this course. They are inexpensive pre-stapled examination booklets with blue or green covers sold in the University bookstore which are very convenient for the essay and identification portions of the tests (you will need write your name only once on the booklet's cover). If you do not bring an exam booklet, you can: (1) use ordinary lined paper and **forfeit 10 points**, but be sure to write your name on *every* sheet; or (2) purchase one in class on the day of the quiz or exam at the price set by the instructor. In all cases, you should make sure that your name appears on all documents turned in to the instructor. Failure to do so, or to follow any other instruction(s) regarding a test or other assignment, will cause you to **lose five points** for each infraction.

**Any writing paper or exam booklet brought into the examination room must be completely blank at the start of the exam.** Exceptions: (1) you may write your name on the paper(s) at any time prior to the exam, and (2) you can re-use an exam booklet *as long as you remove any pages from it which had any writing on them*, other than the cover page. Any student discovered to have written crib notes or anything else anywhere on or inside the exam booklet or any other

writing paper brought into the exam room will be deemed to have committed a serious academic dishonesty offense (see fuller statement below).

Other than bonus questions which may appear on the quiz or exams in the sole discretion of your teacher, no extra credit work will be allowed.

Impromptu assignments will occur frequently, including short in-class writing assignments, pop quizzes which usually require the student to answer five direct factual questions, or homework assignments of varying sorts. These exercises are designed to gauge the student's evolving knowledge and understanding of the material, as well as level of preparation for a specific class session. In-class exercises usually occur at the start of the session, and may be worth between five and twenty points. If you arrive late and miss it, you will be out of luck; no "make-ups" will be allowed. Homework assignments are usually worth between 20 and 30 points. The sum total of all points allocated to this category of assignments, plus class participation, will aggregate to 300 points, or 30% of your course grade.

**Make-Up and Lateness Policy:** Students are expected to take the examinations when scheduled and to submit papers and homework in a timely manner. **No make-up examinations will be allowed without the approval of the instructor prior to the scheduled exam date!** Be advised that the instructor *strongly disfavors* scheduling make-up examinations. Accordingly, an *outstanding* reason will be required.

Any take-home examination, paper, or other assignment must be turned in by the date and time specified by the instructor. In the instructor's sole discretion, late submissions may be rejected, or instead may be accepted if the instructor is satisfied with the student's explanation for lateness. However, please note well that *any* late submission ultimately accepted by the professor will receive a reduced grade reflecting points deducted for lateness.

**Anti-Plagiarism/Cheating Policy (Academic Integrity versus Academic Dishonesty)**  
**(Instructor's Statement):** No form of academic dishonesty, including but not limited to plagiarism, will be tolerated. "**Plagiarism**" means passing off the written work of another person as the product of one's own research and thought. This is a *serious* academic offense. The papers, and any take-home examination, must be written in the student's own prose, with supporting citations to any authorities other than the assigned textbook or the student's lecture notes. Any quoted material must be designated as such with proper attribution (via citation) to the source and author of the material. Any discovered violation of the anti-plagiarism policy, such as merely copying words from a book, downloading a piece from the Internet, or heavy substantive reliance upon any source without attribution, will result in a severely reduced grade. Flagrant infractions may result in course failure. **N.B.** Unless otherwise specified, take-home examinations or papers are *not* group assignments. Just as in the case of in-class tests, each student must write his or her own paper or examination, based **entirely** upon that student's independent research and analysis. Reliance upon a fellow student, another student's written work, or any other unauthorized aid, to "assist" one's production of academic work, will be deemed plagiarism and/or cheating, and shall be disciplined accordingly. Any student who aids a fellow pupil in that manner will also be disciplined as an accomplice to academic dishonesty (cheating).

**Academic Integrity (official University statement):** Cheating means to misrepresent the source, nature, or other conditions of your academic work (e.g., tests, papers, projects, assignments) so as to get undeserved credit. In addition, it is considered to cheating when one cooperates with someone else in any such misrepresentation. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. It is the University's policy that cheating or plagiarism result in receiving a failing grade for the work or course. Repeat offenses result in dismissal from the University. For more information see: <http://www.uakron.edu/cba/student-resources/integrity.dot>

Generally, *any* discovered act of serious academic misconduct (cheating or plagiarism) will incite severe punishment and other adverse consequences, especially for deliberate violations, in accordance with the practices, policies, and procedures created by the University. These penalties may include, but are not limited to, the receipt of a “zero” or “F” mark on the subject test or paper, course failure, disciplinary probation, and/or dismissal from the University.

**Homework, Class Participation, and Other Work Assignments Policy.** Communication between instructor and student may occur in a variety of ways; the student is responsible for all work assigned, or sources made available, via *any* of those means, which include this syllabus, Springboard, announcements made and handouts distributed in class, e-mails, and phone calls.

**In-class written work should be done in ink. Out-of-class written work should be done in 12-point-type computer print, double spaced, one-sided.**

**Reading assignments** should be completed *prior* to the class session which will concern the topic. Those assignments are listed on the calendar below. Please note well that the chapters are *not* assigned in the same order as they appear in the textbook! We may occasionally get a bit behind, or even ahead, of the calendar; but generally, we adhere to it rather strictly. Major modifications will be announced.

In accordance with Departmental policy, we will cover Chapters 19 through 27 and 37 through 50 of the Textbook. This course requires a lot of reading of some very dense material. The pupil will be well served by reading ahead of the syllabus, or at least staying current with the assignments. Because I hope to engage the class in a dialogue, it is *imperative* that *all* students come to class prepared to contribute intelligently, pose pertinent questions, and respond to inquiries by the learning facilitator. I have found that students have a very difficult time discussing things that they know nothing about. Chronic insufficient preparation may result in a reduced final grade. Furthermore, to perform well in this course, the student must demonstrate on the written tests that he or she has read, retained, and understood the pertinent assigned readings.

Students who chronically fail to prepare for class do themselves a disservice on multiple levels. Fundamentally, they deprive themselves of the benefit of the essential knowledge and insights attainable from the assigned readings. Moreover, they handicap their ability to profit fully from time spent in class. This class requires mastery of a significant amount of complex subject content. **Consequently, class sessions will be fully comprehensible only to those students**

**who have performed the predicate preparatory tasks.** Furthermore, taking good class notes will be considerably more difficult for the pupil who, by reason of inadequate preparation, is entirely unfamiliar with the relevant material. By contrast, the well-prepared student should be better able to make sound judgments about the relative importance of various bits of information discussed in class, and thus take more efficient and coherent class notes.

**Homework (beyond the basic chapter readings) will be frequently assigned.** Often, individual students will be assigned primary responsibility for specific questions or case problems. However, *every* student should be prepared to discuss every assigned issue. **No written submission will be required for the assigned end-of-chapter questions and case problems unless the instructor specifies that written answers must be turned in.**

The instructor may write **notes on the classroom board**, primarily to help keep his presentation orderly and on track. If those notes assist student note-taking, so much the better! However, please be aware that the notes written on the board constitute merely a skeletal outline of the relevant material. Merely copying the instructor's notes, and subsequently failing to record more detailed notes and/or failing to pay close attention to everything discussed in class, would be a woefully inadequate "take-away" from the class session! For this reason, the instructor does *not* recommend that the student copy the outline straight from the board prior to the session; rather, it is more productive to use the outline as a guide for structuring class notes taken throughout the session.

**All material within the scope of the course – classroom work, readings, handouts, etc. – is important, whether or not it will "be on the test."** An examination is merely a "spot check" of the student's acquisition of knowledge and development of skills; it is not, and cannot be, a comprehensive test of everything that the student should have mastered. Also, please be aware that, because of the volume of course content which we must cover, several subject areas may will receive little or no attention in class. Those topics are also important, and the pupil should study the chapters that concern those topics with care.

The student's objective always should be to acquire a depth and breadth of skills and knowledge which will benefit that student in his or her personal and professional life, *not* merely to accumulate "points" towards a grade or to "get a ticket punched" by passing a class. In other words, the student's goal always should be to get an *education*, not just a degree. Accordingly, the appropriate response to an unsatisfactory mark is to invest additional energy into improving performance on the remaining assignments. By contrast, arguing about a disappointing grade is pointless and reflects unwillingness on the student's part to learn and improve. If you focus your attention on learning the material and acquiring the skills outlined above, you should perform at you best on the exams.

**Please bring your textbook to every class session.**

**Attendance Policy:** Regular class attendance is expected, and a portion of your final grade will be determined by your in-class performance. Should you miss a class for any reason, I strongly urge you to borrow, photocopy, and carefully study, a classmate's lecture notes. Please *do not* ask the instructor to meet with you to go over the lecture material which you missed. I

recommend that the student **take thorough notes in class** and **carefully study them** subsequently, as digestion of the classroom material is absolutely essential to acceptable performance in this class. If the student misses 25% of the class sessions, the instructor may, in his discretion, administratively withdraw the student from class. Any pupil removed from the course will be barred from further attendance, and will receive an “F” mark for the course.

**Classroom Conduct Policy (Professionalism):** I would hope that classroom misconduct will not be an issue in an upper-level course. Regrettably, however, because of the disruptive and immature actions of a few students in recent years – including the need for the campus police to remove a problematic student from my FIN 655 classroom in a recent semester -- a syllabus statement on this issue has become necessary. *Basically, the same standards of professional conduct should prevail in the classroom as those that are expected during a business meeting.*

All students should feel at ease to speak freely, ask questions, express dissenting viewpoints, engage in lively debate, make friendships, and generally have fun while learning the class material. However, while the professor welcomes active classroom participation, it is also important that the session stay on track. We will have a great deal of content to cover during every class session. Accordingly, the instructor often must terminate discussion of a particular topic, or decline a student’s invitation to address a matter which is not on the agenda for the day. Such issues are better posed to the instructor after class.

Most importantly, I expect each student to be attentive and courteous towards the instructor as well as to fellow students. The instructor intends to treat each student with the dignity and respect due a mature adult unless the individual student demonstrates that he or she is unworthy of that treatment. Generally, a cardinal rule of decorum in *any* university classroom is that each member of the classroom community is expected to treat all other members of that community with *respect*. **Zero tolerance** will be indulged towards any student who exhibits *any* degree of disrespect, even once, even for a fleeting instant, by any means whatsoever, toward any fellow student, the instructor, or the learning process and educational environment.

Specifically, all cellphones, smart phones, BlackBerries, iPods, other electronic devices, and the like should be turned off throughout the entire class period. Laptop computers shall be used *only* for note-taking purposes. Students should **arrive on time**. If you arrive late due to an unavoidable circumstance, the instructor will expect you to enter the room quietly, politely, and otherwise non-obtrusively. Habitual late arrival will result in sanctions in the instructor’s sole discretion, which may include, among other things, a deduction of points from the student’s course total for each late arrival, or a lowering of the final course grade.

While class is in session, the pupil should not converse or otherwise communicate *at any time or in any way* with a fellow student, surf the Internet, e-mail, text-message, read a magazine, sleep, snicker, gesture, gaze off into space, smirk, make faces expressing disgust, anger, or boredom, pass notes, make noises, roll your eyes towards heaven, play with objects, sigh audibly, ask deliberately silly or pointless questions, act goofy, or do anything else which might distract or annoy the instructor or your fellow students. The pupil’s attention and actions *at all times and in every way* should be directed appropriately towards the classroom activity, and personal demeanor should be similarly appropriate. Be aware that a college classroom is a highly



interactive environment. *Every single action by each person* in the room affects the dynamic therein, either positively or negatively. **You are not sitting in an audience.**

Violations of the professional conduct standard may include a public reprimand by the instructor while class is in session, a seating assignment mandated by the instructor, the student's expulsion from the classroom, significant grade reduction, or, in extreme cases, course failure. A student expelled from the classroom for misconduct will be deemed to have been absent that day. The instructor reserves the right to withdraw permanently any problematic student from the class if, in the instructor's judgment, that student's classroom conduct renders his or her presence therein nonproductive or counterproductive.

Additionally, it should go without saying that, to foster a respectful intellectual climate in which all students in the classroom may feel comfortable to participate, no gratuitous insults or abusive language, including but not limited to that of a racist, sexist, ageist, or otherwise offensive, derogatory, or demeaning nature, will be tolerated, irrespective of whether or not it is directed towards a particular person.

Regarding the university's Code of Student Conduct, see <http://www.uakron.edu/sja/>

**Incomplete Policy:** If you are unable to satisfy course requirements prior to the close of the semester due to illness or other unavoidable emergency circumstance, you must notify the instructor **immediately**. The burden will rest upon the student to prove, to the satisfaction of the instructor, that an incomplete mark is warranted. If, in the sole judgment of the instructor, circumstances beyond the control of the student prevent his or her timely completion of course requirements, that pupil will receive an "I" mark. The unfinished work must be completed according to the terms specified by the instructor as informed by applicable college policies.

**Sound or Visual Reproduction Policy:** The instructor greatly disfavors the practice of tape recording class sessions, because he believes it to be largely counter-productive. It is his firm belief that many pupils who rely on a sound recording often pay less attention during class, and take fewer notes, than those who do not rely on audio recordings, and furthermore are not likely to pay any more attention to the tape than they did to the initial session, if they ever listen to it. However, some students, especially "audio learners," may find sound recordings useful. Therefore, students who wish to record class proceedings will not be barred from doing so. Nevertheless, I ask that any tape recording device be kept out my sight, as I find the known presence of a recorder to be a distraction during class.

However, because the capturing of a person's visual image without the knowledge and consent of the subject is completely unnecessary to the educational process, and exceedingly rude if not potentially unlawful, *any visual recording or still imaging of any person, absent that individual's express consent, will be strictly forbidden.* **The instructor takes this personal privacy issue extremely seriously.** Any discovered violation of this directive will result in severe penalties up to and including course failure and/or confiscation and destruction of the offending recording device. Be aware that by entering my classroom with any visual imaging recorder, and by misusing it in violation of the policy stated above, the student will be deemed to have consented to the confiscation and permanent surrender of that device.

**Registration and Withdrawals:** Students must be officially added to the class roster prior to the end of the second week of class. After that date, no student can be added to the class, even if the pupil had been attending the classes. Consult CBA Advising for details. Withdrawals are governed by University and CBA policies. Should you elect to drop the course for any reason, it will be your responsibility to do so in accordance with official procedures. See <http://www.uakron.edu/ssc/withdrawal-policy.dot>

**The last day to withdraw from this 15-week course without official mark (“WD”) will be February 02, 2016. The last day to process course withdrawals will be March 07, 2016 (at 11:59 p.m.).**

**Available Assistance:** The student should consult with the instructor immediately if he or she encounters any difficulty with any aspect of this course. Tutoring and other free assistance, including writing help, is available in Bierce Library and the Polsky Building to all students. See <http://www.uakron.edu/tutoring/>.

**Disabilities Act:** If you need course adaptations or testing accommodations because of a documented disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please see me as soon as possible. *Any student who feels she/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928. The office is located in Simmons Hall Room 105.*

### **TENTATIVE CALENDAR AND COURSE CONTENT**

Week 1	(January 19 and 21, 2016)	Introduction to the course and its objectives; background/review regarding the legal system and the importance for business people to understand the law. <u>Reading:</u> None.
Week 2	(January 26 and 28, 2016)	Sales and Leases. <u>Reading:</u> Textbook, Chapters 19 and 20.
Week 3	(February 02 and 04, 2016)	Sales and Leases (cont'd); Transfer of Title and Risk of Loss. <u>Reading:</u> Same as week 2, plus Textbook, Chapter 21.
Week 4	(February 09 and 11, 2016)	Product Liability and Sales Remedies. <u>Reading:</u> Textbook, Chapters 22 and 23.

**QUIZ (10%) (Thursday, Feb. 11, 2016)**

**NO CLASS TUESDAY, FEBRUARY 16, 2016 –  
PRESIDENTS' DAY OBSERVED**

Week 5 (February 18, 2016)

Secured Transactions and Suretyship.  
Reading: Textbook, Chapter 37.

Week 6 (February 23 and 25, 2016)

Secured Transactions and Suretyship (cont'd); Bankruptcy.  
Reading: Same as week 5, also Textbook, Chapter 38.

Week 7 (March 01 and 03, 2016)

Employment Law.  
Reading: Textbook, Chapter 41.

Week 8 (March 08 and 10, 2016)

**MIDTERM EXAM (30%) (03/08/16)**

Antitrust.  
Reading: Textbook, Chapter 42.

Week 9 (March 15 and 17, 2016)

Real Property.  
Reading: Textbook, Chapters 47, 48, and 49.

**n/a -- Week of March 22 and 24, 2016 – NO CLASSES (Spring Break)**

Week 10 (March 29 and 31, 2016)

Real Property (cont'd); Trusts and Wills.  
Reading: Same as week 9; also Textbook, Chapter 50.

Week 11 (April 05 and April 07, 2016)

Negotiable Instruments; Transfer/Holder in Due Course.  
Reading: Textbook, Chapters 24 and 25.

- Week 12 (April 12 and April 14, 2016)  
Negotiable Instruments (cont'd): Liability; Banking Activity.  
Reading: Textbook, Chapters 26 and 27.
- Week 13 (April 19 and 21, 2016)  
Securities Regulation; Intellectual Property.  
Reading: Textbook, Chapters 39 and 40.
- Week 14 (April 26 and 28, 2016)  
Consumer Protection; Environmental Law.  
Reading: Textbook, Chapters 44 and 45.
- Week 15 (May 03 and 05, 2016)  
Accountants' Legal Liability; International Business Law.  
Reading: Textbook, Chapters 43 and 46.
- Week 16 **(Week of May 9, 2016)**  
**FINAL EXAMINATION (30%) (TBA)**

PLEASE NOTE that this schedule is subject to change. Modifications will be announced in class. We may get behind or even get ahead of the calendar. Among other things, the instructor may occasionally make additional reading or other homework assignments.