



Unit Guide

BTC1110

Commercial law

Semester 1, 2017

Handbook link:

<http://www.monash.edu.au/pubs/2017handbooks/units/index-byfaculty-bus.html>

The information contained in this unit guide is correct at time of publication. The University has the right to change any of the elements contained in this document at any time.

Last updated: 21 Feb 2017

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Unit handbook information

Synopsis

An introduction to legal studies and to the legal system of Australia with special emphasis on commercial aspects. The laws of negligence as it affects business and the professional is introduced, and aspects of the law of contract, consumer law, agency, partnership, trusts and an introduction to companies of relevance to commerce.

Mode of delivery

Clayton (Day)

Workload requirements

Minimum total expected workload to achieve the learning outcomes for this unit is 144 hours per semester typically comprising a mixture of scheduled learning activities and independent study. Independent study may include associated readings, assessment and preparation for scheduled activities. The unit requires on average three/four hours of scheduled activities per week. Scheduled activities may include a combination of teacher directed learning, peer directed learning and online engagement.

Additional workload requirements

This is a six-point unit. Students are expected to devote 12 hours per week to its study. There are three hours of class contact or equivalent per week (both lectures and tutorials are 1 and a 1/2 hours) over a twelve-week period. The total time commitment expected for this unit is 144 hours. In addition to the 36 hours of class contact students should plan to spend an additional 108 hours during the semester in study for this unit. This includes time spent in preparing for lectures and tutorials, preparing for and completing assessment tasks including the mid-semester test and final examination.

Unit relationships

Prerequisites

None

Prohibitions

BTB1010, BTF1010, BTG1200, BTP1010, BTW1200, LAW2100, LAW2102

Co-requisites

Student must be enrolled in one of the following courses to undertake this unit: 0023, 0032, 0169, 0170, 0179, 0542, 0548, 1185, 1319, 1320, 1469, 2015, 2016, 2017, 2026, 2630, 3050, 3176, 3178, 3275, 3280, 3804, 3805, 3823, 3830, 3834, 4097, 4403, 4410, 4417, 4419, 4425, 4428, 4615 or 4097.

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Academic overview

Learning outcomes

The learning goals associated with this unit are to:

1. identify the essential features of the Australian legal and political system and compare and contrast the two principal law-making institutions--the courts and the parliaments--and the laws they make
2. describe and analyse some of the legal concepts that underpin commercial activity in Australia and describe the different conceptual bases of legal liability
3. describe and analyse key areas of normative commercial law such as contract law, tort law, agency law and business organisations
4. conduct basic legal research using basic primary and secondary sources
5. critically analyse a hypothetical legal problem and clearly and coherently advise a hypothetical client on the relevant legal issues that are raised in that problem and support the advice by reference to primary sources.

Teaching approach

Lecture and tutorials

In Semester 1, 2017 Commercial Law will be taught in a Lecture/Tutorial format with additional material uploaded onto Moodle. Both lectures and tutorials are designed as inter-active sessions of one and a half hours duration. Preparation is the key for students to get the maximum benefit. For the interactive lectures, students should prepare as follows: (a) view the weekly video that summarises the objectives for the week ahead, highlights and/or clarifies recent or interesting

or difficult cases/legislation or issues and provides any additional guidance on the tutorials for the week ahead (b) download the slides and, using the slides as a roadmap, read the relevant parts of the prescribed text (and any other material that has been uploaded onto Moodle) carefully and thoroughly so that you are able to discuss the material in the lecture.

Preparation for tutorials is equally vital. Students should prepare answers to the tutorial questions that are set for the week. This can be done in a group or alone but the important thing is to ensure that you have attempted answers to each of the activities.

Lectures will be available on-line via Monash University Lectures Online (MULO). There is no mark given for attendance/participation in tutorials.

Unit schedule

Students should note that the program outlined below is a guide to the material to be covered in this unit and not a definitive statement of when that material will be covered. Specific details relating to the timing will be discussed in class.

Week	Activities	Assessment
0	Seminar Guide for weeks 1 to 12	Activities Guide for weeks 1 to 12
1	The Australian Legal System. An overview of the law and the Australian legal system. Reading: Concise Australian Commercial Law (CACL). Chapter 1 This is especially important for those who have not undertaken any study of law.	Introducing ourselves. Course overview - syllabus, assessment, materials, how to prepare for lectures and tutorials. Students should read the 'Introduction to Studying Law Units' at the beginning of the text (pp xli-lvii). The section contains general advice on approaching a law unit as well as advice on how to approach different assessment tasks
2	The Law of Contract - Introduction and Offer and Acceptance. Reading: CACL Chapters 2-3	CACL Ch 1 pp45-47 Questions 1(a)-(j), 2(a)-(c), 3 and 4. In this first tutorial, focus on gaining some understanding of the main concepts concerning the law and the legal system. In particular: (a) the concept of 'law', the idea of the 'rule of law', and what it means, in a practical commercial sense, to conduct business in a country that respects the rule of law and where the judiciary is (and is seen to be) free of interference from government (see [1.20]); (b) A basic understanding of Australia's path to constitutional independence from first peoples to colonisation (consider <i>terra nullius</i> and the importance of <i>Mabo</i>) to Federation and the Constitution (c) general comparison of the two main sources of law - parliament and the courts - how the parliament and the courts make law. For an advanced case study on law-making: <i>Shields v Deliopoulos</i> (2016) [CACL 1.555]
3	The Law of Contract - Intention, Consideration, Formalities, Genuine Consent	(a) CACL Ch 2 pp57-58. Please look at the specimen contract and answer Questions 1-3. Students should also consider what the basic functions

	Reading: CACL Chapters 4, 5, 7	of contract are - what do they do? and why they are used in every commercial transaction [2.10]. (b) CACL Ch 3 Questions 4, 5, 6 and 7. These questions focus on the vital <i>threshold</i> question - have the parties actually made an agreement? What is necessary for a binding agreement? For a practical illustration look carefully at a recent High Court decision - Crown Melbourne v Cosmopolitan [3.760]. Explain <i>why</i> Crown won the case. In practical terms what <i>should</i> Cosmopolitan have done to protect its commercial interests? (c) commercial consideration - you may enter a contract even though there is no formal agreement and all the terms are not agreed to: Masters v Cameron [3.420] then consider Godecke v Kirwan [3.430] and Stellard [3.430] and reflect on the commercial impact of these three decisions for a non-lawyer involved in commercial negotiations. (d) how to answer a problem question - a practical guide (see Moodle for the material)....
4	The Law of Contract - Contents and Interpretation of the Contract. Reading: CACL Chapter 9	(a) CACL Ch 4 pp97-98 Question 1. For an interesting case where the 'personal' (almost) became 'commercial' see Ashton v Pratt [4.80] - consider <i>why</i> Ms Ashton failed in her action. What was the real problem she faced (from a contractual perspective)? (b) CACL Ch 5 pp117-118 Questions 1, 4 & 5. These three problems focus on particular aspects of the rule that value (consideration) must be provided by a promise (person to whom promise is made). Question 5 is a particularly interesting problem - hint - read Stilk [5.130] then Williams v Roffey Bros [5.135]. (c) CACL Ch 7 discuss the example @ [7.485] Then pp155-156 Questions 3, 4, 5 & 7. The first two questions (Question 3 and 4) are designed to test a student's understanding of a <i>representation</i> (compared to a <i>term</i> of the contract) and the consequence of a misrepresentation. The third and fourth questions are about the distinction between a 'hard bargaining'

		and 'unconscionable conduct'. Commercial impact: consider the significance of the distinction between terms and reps for the non-lawyer conducting commercial negotiations particularly where one party is in a stronger bargaining position.
5	The Law of Contract - Termination and Remedies. Reading: CACL Chapters 11-12	(a) CACL Ch 9 pp208-209 Questions 1, 2 & 4. (b) Read <i>Alameddine</i> [9.280] and explain why the exclusion clause did not protect the company? Commercial impact: imagine you worked for Glenworth Valley - how would you ensure that the exclusion clause protected the company in the future? (c) Read two recent US cases - <i>Specht</i> [9.470] and <i>Meyer</i> [9.480] - involving online contracting. Are these sensible commercial decisions? Reflect on your own experience of online contracting. Discuss what the contracts were, how they were made and whether the fact that you did not read them would mean it was not enforceable.
6	Consumer Protection - Overview, Misleading or Deceptive Conduct. Unconscionable conduct. Reading: CACL Chapter 13.10 - 13.280.	CACL Ch 11 pp241-242 Questions 1, 3 and 4. Ch 12 pp262-263 Questions 7 and 8. Commercial impact: What should a business person consider before going to court seeking a remedy for a breach of contract (see last para 12.20)? Compulsory Mid-semester Test on Wednesday April 5 at 6.00pm (Details to be displayed on Moodle)
7	Consumer Protection (continued) – Unfair Contract Terms; Specific false or misleading representations; Enforcement and penalties; Consumer Guarantees. Reading: CACL Chapter 13.290 - 13.1160.	CACL Ch 13 pp341-343 Questions 1-3 (a), 4(a) 10. Read <i>TPG</i> [13.61], <i>Coles</i> [13.66] and <i>Reckitt</i> [13.67] - in each case consider why the corporation's conduct was considered to be 'misleading'. What were the consequences? Why was the conduct <i>not</i> misleading in <i>McWilliams</i> [13.95] and <i>Parkdale</i> [13.100]? Consider in what circumstances silence or omissions can be misleading: <i>Henjo</i> [13.171] and <i>Demagogue</i> [13.172]. Commercial impact - what practical impact do you think s18 has on business? For example, what would Coles be wise to do after the decision

		referred to above? Does this make you think about the wisdom of 'clever' or 'sharp' business conduct?
8	The Law of Torts- Introduction. Liability for negligent acts causing physical or psychological damage or pure economic loss Duty of care. Breach of duty. Damage. Defences. Reading: CACL Chapter 14.10-14.200; 14.390-14.460; 14.500-14.570.	CACL Ch 13 pp341-343 Questions 3 (b), 4(b) and (c) , 7, 8(a), 12. Unfair contract terms are prohibited - students should be clear about when the prohibition applies and what kind of terms are no longer allowed. Chisco Hampers and NRM are good examples. Specific false reps - review TPG, Coles and Reckitt for examples of the specific false reps and note the consequences. C onsumer guarantees - what contracts are covered? What are the guarantees? When can a corporation exclude them from a contract? Commercial impact - what effect do you think the recent UCT provisions would have on business? What about the effect of the consumer guarantees on the quality of the products or services?
9	The Law of Torts (continued) Professional negligence - the duty of care for negligent advice causing pure economic loss. Breach of duty and the statutory defence. Damage Reading: CACL 14.250 - 14.330; 14.480; 14.506.	CACL Ch 14 pp383-385 Questions 1, 2(a) (b) and (c) 4 and 5. Examine fig 14.2 and be prepared to discuss the following cases that illustrate the breadth of the duty of care that we may owe one another: 1. Duty - Donoghue v Stevenson [14.60], Tame [14.80], Zaluzna [14.101], Jaensch [14.106], Rogers v Whitaker [14.120]; Perre v Apand [14.150]; CAL [14.150]. 2. Breach - Bolton [14.425], Paris [14.437], Woods [14.440], 3. Damage - Strong [14.505], March [14.509], Wagon Mound No 1 [14.520] 4. Defences - Alzawy [14.565] Commercial impact: reflect on what the concept of a duty of care means for a manufacturer or engineer etc and, particularly, what that person must do to meet the <i>standard of care</i> test...
10	Introduction to Business Relationships and Organisations - Agency Reading: Chapter 15.10 and 15.200 - 15.262 and 15.270 - 350 Partnerships Reading: CACL Chapter 16.10; 16.110 - 16.190; 16.200 - 16.230; 16.270 -	CACL Ch 14 pp383-385. Questions 6 and 8. Students to be clear about the liability that a professional has when providing advice or information to another person. Students to be prepared to discuss Hedley Byrne [14.270], MLC v Evatt [14.280], Shaddock [14.290], Esanda [14.335] and the 'peer professional opinion'

	16.280; 16.330 - 16.540; 16.660.	test that is found in the legislation and was central to the medical negligence case - Mules v Ferguson [14.485] Commercial impact: what impact does <i>Hedley Byrne</i> and the Australian cases have on those giving professional advice. When does a duty of care arise and what does the professional adviser need to do to meet the standard of care? Compulsory MCQ Test (Details to be confirmed on Moodle)
11	Law of Business Organisations (cont) - Corporations Law Reading: CACL Chapter 17 Introduction to Trusts Reading CACL p391	CACL Ch 15 pp424 Questions 1, 3 and 4 CACL Ch 16 pp461-462 Questions 5 and 9. Focus is on the main characteristics of each kind of business organisation, the advantages and disadvantages of each and an understanding of the how agency principles affects each kind of business organisation. Commercial impact: what factors (particular to do with risk and liability) determine what entity is chosen for a particular enterprise?
12	Revision Lecture	CACL Ch 17 pp493-494 Questions 1-3, and 10. Revision.
	SWOT VAC	No formal assessment is undertaken SWOT VAC
	Examination period	LINK to Assessment Policy: http://policy.monash.edu.au/policy-bank/academic/education/assessment/assessment-in-coursework-policy.html

Assessment summary

Within semester assessment: 40% + Examination: 60%

Assessment task	Value	Due date
Compulsory mid semester test.	30%	Week 6, 5 April 6.00 pm
Compulsory Multiple Choice Questions (MCQ) Test. Closed Book.	10%	Week 10
Examination.	60%	To be advised

A student's final mark is normally the sum of the marks obtained in all of the individual assessment items in the unit.

Second marking

Where an assessment task is given a fail grade by an examiner, that piece of work will be marked again by a second examiner who will independently evaluate the work, and consult with the first marker. No student will be awarded a fail grade for an assessment task or unit without a second examiner confirming the result.

Note: Exceptions to this are individual pieces of assessment contributing 10% or less of the final mark, unless the total of such pieces exceeds 30% of the final mark.

Return of final marks

Faculty policy states that 'the final mark that a student receives for a unit will be determined by the Board of Examiners taking into account all aspects of assessment'.

The final mark for this unit will be released by the Board of Examiners on the date nominated in the Faculty Calendar. Student results will be accessible through the my.monash portal.

Exam viewing

Feedback on student performance in examinations and other end-of-semester assessment is required. The feedback should be in accordance with the University's procedures on Unit Assessment. Details of the examination script viewing arrangements set down by the Faculty of Business and Economics are available at <http://www.buseco.monash.edu.au/esg/agu/policies/feedback-exam-performance.html>

Assessment criteria

Full details relating to the assessment requirements for this unit are available on Moodle and will be discussed in class on Day One.

Assessment Criteria Grading Descriptors available at:
<http://www.policy.monash.edu/policy-bank/academic/education/assessment/>

Assessment requirements

Hurdle requirements

There is a hurdle requirement in this unit.

The learning outcomes in this unit require students to demonstrate in the final summative assessment task a comprehensive understanding of the topics covered in the unit.

This is demonstrated by the requirement that the student must attain a mark of at least 45% in the final examination to pass the unit.

A student's final mark for the unit is the sum of the marks obtained in all of the assessment items in the unit ie in-semester assessment (40%) + examination (60%). Where a student fails the unit solely because of failure to satisfy the hurdle requirement of 45% in the final examination no more than 48 marks will be awarded for the unit.

Assessment tasks

Assessment task title: Compulsory mid semester test.

Due Date: Week 6, 5 April 6.00pm

Weighting/Value: 30%

Details of Task: The mid-semester exam is worth 30% of the overall assessment. It consists of two parts. **Part 1** is a problem-based question based on the Law of Contract covered in weeks 2-5 inclusive. Part 1 is worth 15 marks. **Part 2** is a multiple choice test consisting of 15 questions based on weeks 1-5 inclusive. Part 2 is worth 15 marks. Students will only be permitted to bring into the exam a clean (ie unmarked) set of slides that will be available on the Moodle site in week 5. Neither the prescribed text nor other materials will be permitted. There are sample questions and answers in the prescribed text and on Moodle.

Students will sit the mid-semester test on April 5 from 6.00 - 7.30pm in Lecture Theatres S1 - S4 and S9 - S10. Specific details of the venue you should attend will be made available on Moodle.

Student answers will be marked with comments and returned with an answer guide so that students can identify strengths and weaknesses of their answer and seek advice from their tutors if necessary. Answers and explanations will be provided for the multiple choice questions

Release date: N/A

Word limit: N/A

Presentation requirements: N/A

Estimated return date: Week 9

Hurdle requirements: N/A

Criteria for marking: Marking Criteria Sheet for Part 1 of the BTC1110 Mid Semester Test

A. Structure, Organisation and Style

Students are expected to demonstrate an ability to write an answer to a hypothetical law question in a coherent and logical way. An introduction and conclusion, use of paragraphs, topic sentences, headings and sub-headings, dot points, correct grammar and spelling are obviously important because they promote the development of a coherent and logical answer. In the closed-book mid-semester exam students may simply cite the *names* of relevant cases (eg *Carlill v Carbolic Smoke Ball Co* or *Carlill's case*) and statutes (eg *ACL* or the *Electronic Transactions Act* or *ETA*) rather than the full citation. **Students should take note of the advice on how to answer legal problems in the introductory chapter in the prescribed text (see pp xli - lviii)**

B. Content

Students should read the advice in the introductory chapter in the prescribed text (at p xxxix-xli) on how to answer legal problems. There is a method that serves most students well but the key to a good answer is good preparation. In essence you need to identify what legal issues the hypothetical problem raises, then analyse and discuss the relevant legal principles (citing cases and statutes) and apply what you have just discussed to the problem at hand, coming to a conclusion about the position of the parties.

Marking Criteria

1. Organisation/ Structure

- Do the answers to the exam questions show the use of a logical and coherent structure?
- Has the student used paragraphs/headings/dot points in a way that promotes coherence?

2. Grammar and spelling

- Has the student written well, in clear sentences that show the student knows where he or she is heading?

3. Use and citing of cases

- Has the student cited relevant cases and statutes and cited them correctly (see above for the advice about what is needed)?

4. Understanding of the issues

- Has the student identified and demonstrated understanding of the the key issues covered by the question?

5. Analysis and application of the law

- Has the student demonstrated adequate understanding of the relevant law and applied it correctly to the problem at hand?
- Have the strengths and weaknesses of both sides' arguments been weighted?
- Is the discussion of the law's application to the facts adequate?

Learning objectives assessed: Objectives 3-5

Submission details: N/A

Within semester assessment

Students must complete the [Special Consideration Application Form \(in-semester assessment exam/assessment task\)](#) and provide all relevant documentation within two working days of the deadline for submission of the piece of work.

In-semester applications must be lodged with the Chief Examiner for the unit.

If the application for special consideration is approved, the Chief Examiner will apply one of the following outcomes:

- (i) granting additional time in which to complete a prescribed piece of assessment
- (ii) setting a special test or deferred test (either written or oral)
- (iii) set an additional piece of work to be completed in order to determine the final result for the unit.

Penalties for late lodgement: N/A

Assessment coversheet: N/A

Additional information: Nil

Assessment task title: Compulsory Multiple Choice Questions (MCQ) Test. Closed Book.

Due Date: Week 10

Weighting/Value: 10%

Details of Task: The multiple choice test will be conducted in tutorials in week 10. It will be based on material covered in the lectures from weeks 1-9 (inclusive). There will be 20 questions, each worth .5 mark. The test is worth 10% of the final assessment. The test is closed book. There are sample questions in the prescribed text and students will have an opportunity in the tutorials to answer (non-assessable) multiple choice questions on a regular basis.

Release date: N/A

Word limit: N/A

Presentation requirements: N/A

Estimated return date: Week 11

Hurdle requirements: N/A

Criteria for marking: N/A

Learning objectives assessed: Objectives 3 - 5.

Submission details: N/A

Penalties for late lodgement: N/A

Within semester assessment

Students must complete the [Special Consideration Application Form \(in-semester assessment exam/assessment task\)](#) and provide all relevant documentation within two working days of the deadline for submission of the piece of work.

In-semester applications must be lodged with the Chief Examiner for the unit.

If the application for special consideration is approved, the Chief Examiner will apply one of the following outcomes:

- (i) granting additional time in which to complete a prescribed piece of assessment
- (ii) setting a special test or deferred test (either written or oral)
- (iii) set an additional piece of work to be completed in order to determine the final result for the unit.

Assessment coversheet: N/A

Additional information: Nil.

Examination(s)

Title: Examination.

Weighting: 60%

Length: 3 hours plus 30 minutes reading and noting.

Type (open/closed book): Open book

Hurdle requirements (where applicable): *There is a hurdle requirement in this unit.*

The learning outcomes in this unit require students to demonstrate in the final summative assessment task a comprehensive understanding of the topics covered in the unit.

This is demonstrated by the requirement that the student must attain a mark of at least 45% in the final examination to pass the unit.

A student's final mark for the unit is the sum of the marks obtained in all of the assessment items in the unit ie within semester assessment (40%) + examination (60%). Where a student fails the unit solely because of failure to satisfy the hurdle requirement of 45% in the final examination no more than 48 marks will be awarded for the unit.

Electronic devices allowed in the exam: Electronic dictionaries permitted

Exam details: Students may take in any materials, including electronic dictionaries.

End of semester examination - Special Consideration

<http://www.monash.edu/exams/changes/special-consideration>

Referencing requirements

To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at <http://www.lib.monash.edu/tutorials/citing/>

Assignment submission

Online Submission:

If Electronic Submission has been approved for your unit, please submit your work via the Moodle site or other; as directed by your tutor for this unit.

Please keep a copy of tasks completed for your records.

If Electronic Submission has been approved for your unit, please submit your work via the learning system for this unit, which you can access via links in the my.monash portal.

Feedback

Our feedback to you

Types of feedback you can expect to receive in this unit are:

- Formal individual feedback on assignments expressed as a letter grade
- Answers to ask questions relating to the discipline or the unit's work
- Advice about seeking additional help to develop your writing or research skills
- Informal feedback relating to class activities

Your feedback to us

One of the formal ways students have to provide feedback on teaching and their learning experience is through the Student Evaluation of Teaching and Units (SETU) survey. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement.

Previous student evaluations of this unit

In response to previous SETU results of this unit, the following changes have been made:

Partly in response to student feedback, the teaching structure has been changed in 2017. Tutorials have been increased to one and a half hours and lectures reduced to one and a half hours. This will provide more opportunities for students in the tutorial to be active in the learning process and will ensure that there is sufficient time to cover the material. A short weekly video will be uploaded that is designed to assist students navigate the week ahead. We have also made changes to the assessment regime: (a) the mid-semester test has been scheduled earlier in the semester to enable students to receive feedback on their first assessable task earlier than in the past. (b) the MCQ test has been scheduled in week 10 so that students will be able to receive more timely feedback.

If you wish to view how previous students rated this unit, please go to <https://emuapps.monash.edu.au/unitevaluations/index.jsp>

Learning resources

Monash Library Unit Reading List (if applicable to the unit):
<http://readinglists.lib.monash.edu/index.html>

Required resources

Students generally must be able to complete the requirements of their course without the imposition of fees that are additional to the student contribution amount or tuition fees. However, students may be charged certain incidental fees or be expected to make certain purchases to support their study. For more information about this, refer to the Higher Education Administrative Information for Providers, Chapter 18, Incidental Fees at <http://education.gov.au/help-resources-providers>

N/A

Technological requirements

Virtual learning environment (VLE): Moodle

Material used in class together with other information of importance to you will be published online via the unit's Moodle site. In order to access information about this unit in Moodle you must be enrolled in the unit and have a valid student account with authcate username and password. Moodle can be accessed through my.monash portal by clicking on the Moodle link under "Online systems". If you need some help with Moodle then check out the Moodle Support for Students page.

Q Manual

Work submitted for assessment must be consistent with the guidelines set down in the Q Manual, which is the faculty's student guide for producing quality work on time. Copies of this manual can be purchased at the bookshop or accessed online at <http://www.buseco.monash.edu.au/qmanual/qmanual.pdf>

Prescribed text and readings

C. Turner, J. Trone and R. Gamble, *Concise Australian Commercial Law (CACL) (4th ed)* Thompson Reuters 2017. The 4th ed contains significant updates and includes the relevant legislation. The lecture slides and the tutorial activities are also linked to the directly to the pages and paragraphs in the 4th edition.

Recommended resources

B. Sweeney, J. O'Reilly and A. Coleman, *Law in Commerce* (6th Ed), LexisNexis 2017.

Selected texts:

M. Bender and C. Do *How to Pass Business Law* (CCH, 2014).

P. Lipton, A. Herzberg and M. Welsh, *Understanding Company Law* (18th ed) Thompson Reuters 2016.

Any additional readings will be provided via Moodle.

Law databases

Australian Legal Info Institute: <http://www.austlii.edu.au/>

Monash Law Library-<http://www.lib.monash.edu.au/law/key-resources.html>

LAW SITES ON THE INTERNET

Consumer law	Consumer law and policy in Australia	http://www.consumerlaw.gov.au/content/Content.aspx?doc=home.htm
Law databases	· Australian Legal Info	http://www.austlii.edu.au/
	Institute:	http://www.lib.monash.edu.au/law/key-resources.html

	· Monash Law Library-key law resources:	
Courts	• Federal Court of Australia: • High Court of Australia: • Supreme Court of Victoria:	http://www.fedcourt.gov.au http://www.hcourt.gov.au http://www.supremecourt.vic.gov.au/

Any additional readings will be provided via MUSO.

Field trips

No field trips are planned for this unit.

Additional unit costs

Students will not incur additional costs in this unit.

Examination material or equipment

The final exam is an open book exam. Any books or other materials (notes) may be brought into the exam. Electronic dictionaries are permitted.

Other information

Policies

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and to provide advice on how they might uphold them. You can find Monash's Education Policies at:

<http://www.policy.monash.edu/policy-bank/academic/education/index.html>

Special Consideration

For information on applying for special consideration, please visit: <http://www.monash.edu/exams/changes/special-consideration>

Graduate Attributes Policy

<http://www.policy.monash.edu/policy-bank/academic/education/management/monash-graduate-attributes-policy.html>

Student Charter

www.monash.edu/students/policies/student-charter.html

Student Services

The University provides many different kinds of services to help you gain the most from your studies. Contact your tutor if you need advice and see the range of services available at www.monash.edu/students

You can also access important information from the Faculty of Business and Economics current students page <http://www.buseco.monash.edu.au/student/>

Caulfield and Clayton students wishing to further develop English language skills in a fun group environment can join a Conversational English Program. You can access these programs at <http://www.monash.edu/students/conversational-english/>

Monash University Library

The Monash University Library provides a range of services, resources and programs that enable you to save time and be more effective in your learning and research.

Go to <http://www.monash.edu/library> or the library tab in my.monash portal for more information.

Disability Support Services

Students who have a disability, ongoing medical or mental health condition are welcome to contact Disability Support Services.

Disability Support Services also support students who are carers of a person who is aged and frail or has a disability, medical condition or mental health condition.

Disability Advisers visit all Victorian campuses on a regular basis.

- Website: monash.edu/disability
- Email: disabilitysupportservices@monash.edu

Other unit information

Unit guide link <http://www.buseco.monash.edu.au/unit-guide/>

