

**UNIVERSITY OF LA VERNE
COLLEGE OF LAW**

TORTS / INTRODUCTION TO LEGAL SKILLS

Professor Timothy J. McFarlin

SYLLABUS (FALL 2018)

Professor Timothy J. McFarlin
Office: Room 242
(909) 460-2052
tmcfarlin@laverne.edu

Faculty Assistant: Lisa Oropeza
Faculty Support Desk
(909) 460-2021
loropeza@laverne.edu

There will be a Tort/ILS All Sections page and a Torts/ILS Cohort 2B page on TWEN (<http://lawschool.westlaw.com/twen/>). Make sure you add both to your TWEN home page. Unless told otherwise, you will be able to access all materials and upload assignments there.

The spirit of liberty is the spirit which is not too sure that it is right.

– Judge Learned Hand

The worst quarrels only arise when both sides are equally in the right and in the wrong.

– Winston Churchill

In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute.

– Justice Thurgood Marshall

“Torts” more or less means “wrongs” [It’s] the course which proves that your mother was right.

– Scott Turow

As a lawyer, your integrity is your stock in trade. You may not always be the smartest or most talented lawyer . . . but there’s absolutely no reason why you can’t be the most honest.

– Judge Albert Diaz

I don’t know that there are any short cuts to doing a good job.

– Justice Sandra Day O’Connor

Class Time and Place

Tuesday, Thursday, and Friday, 9 – 11 a.m., Room 215

Course Description

Torts/Introduction to Legal Skills integrates professional skills training—in legal analysis, research, and writing—with traditional casebook instruction in torts doctrine to give you an opportunity to combine the study and practice of law.

Torts/ILS is a rigorous course, one which will demand a great deal of your time and energy during the first semester. In return, it will help you master many of the skills you need to succeed in law school, on the bar exam, and in practice.

TORTS: This aspect of the course will cover civil (as opposed to criminal) wrongs, which form the basis for lawsuits. The primary aims of tort law are to provide relief for those injured by wrongs and to deter others from committing the same wrongs in the future. You will learn the law of court-imposed liability for personal, property, and economic harm.

Topics will include negligence (including professional malpractice), strict liability (including products liability), and intentional torts; causation and elements of damages; and affirmative defenses and limitations of duties including: assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners.

INTRODUCTION TO LEGAL SKILLS: This aspect of the course will address legal analysis, research, and writing skills. You will develop these skills through coursework that includes critical case reading, analysis, and briefing; factual analogy and distinction; rule synthesis and application; objective/predictive writing (office memos); case law, statutory, and secondary research; *Bluebook* citation form; and professional ethics.

Course Objectives

After completing this course, you should attain advanced beginner competency (ultimately achieving an entry-level lawyer's proficiency by the end of law school)* in the following areas:

- understanding basic and advanced torts concepts,
- understanding the substantive law of torts including: negligence, strict liability (including products liability), intentional torts, damages, and affirmative defenses (including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability),
- effectively reading, construing, and briefing cases to compose a legal document,
- understanding the hierarchy of law when analyzing a legal problem,

* The American Bar Association's standards for law schools include a provision stipulating that a law school's learning outcomes should ensure that students develop proficiency in legal analysis and reasoning, legal research, problem solving, and written and oral communication in a legal context.

- utilizing case law to interpret a statute,
- actively reading, interpreting, and diagramming statutes in preparation for drafting a legal document,
- synthesizing rules from cases to create a framework for factual analysis, particularly in the objective memorandum context,
- applying rules to a factual scenario, notably through reasoning by analogy, for the purpose of predicting a solution to a legal problem,
- possessing legal research skills to conduct research in case law, statutes, and secondary sources,
- formulating and executing an effective research plan for the purpose of drafting an objective memorandum evaluating one or more legal issues,
- using *The Bluebook* to draft accurate citations, especially to cases and statutes,
- creating clear, concise professional documents free of errors in grammar and structure.

ABA Standard 310

This course is designed to satisfy the requirements of ABA Standard 310. Standard 310 requires that for each hour of in-class time, students spend two hours preparing for class (reading or completing class assignments or assessments).

Course Procedures

Attendance and class participation: Class attendance is mandatory, and per school policy, **you will receive no credit for this course if you are absent more than 20% of the class sessions.** I also reserve the right to mark you absent if you are late or unprepared for any class. Class participation is strongly encouraged, and I welcome questions about the material.

Further, announcements, including those elaborating on or modifying assignments, are sometimes made in class and only in class—i.e., those announcements are sometimes not broadcast via email or TWEN or by any other means. Again, it is your responsibility to be aware of announcements made in class, and you are responsible for asking a classmate regarding announcements and material covered during any class you miss.

As a professional student, you are expected to come to class prepared (with the required texts and handouts), having completed the assigned readings for the class session. Professionalism further factors into your grade as follows:

Professionalism: first and foremost, you are expected to follow the policies of the College of Law, including the Student Handbook, just as lawyers are subject to the rules of professional

responsibility. But professionalism goes beyond ethical behavior. It includes characteristics such as preparedness, diligence, thoroughness, respectfulness, courtesy, and compassion.

Accordingly, your ability to conduct yourself professionally will account for **10% of your grade** for this semester in both the Torts and ILS aspects of the course (see below for further detail on this). Because professionalism is a threshold expectation, each student begins the trimester with 100 points; these points are yours to keep or to lose.

The factors relevant to professionalism include but are not limited to:

- Preparation and Participation: Each of you brings your own unique experiences and perspectives to class. If you come unprepared, fail to make a good faith effort on assignments, arrive late, leave during or before the end of class, or spend class or conference time doing other things (reading for another class, sleeping, surfing the web, eating lunch), you waste your tuition dollars and your colleagues' time. Lack of preparation and participation can result in a professionalism point deduction.
- Ungraded Assignments: Failure to submit an ungraded assignment when due will result in at least a 10-point penalty.
- Electronics: With laptops, I expect you to use them professionally. If I see non-class-related use of laptops, I will consider it a misuse of electronics. Cell phones must be turned off or silenced during class. Misuse of electronics can result in a professionalism point deduction.

I reserve the right to ban in-class use of these devices entirely if they distract other students, and I also reserve the right to view screens informally or do formal "hands up" screen checks for the entire class, to ensure devices are being used professionally.

- Civility: Conduct that is uncivil, demeaning, threatening, or disrespectful to others stifles discussion and damages the learning environment. Unprofessional conduct toward others can result in a professionalism point deduction or final grade penalty. Conduct that violates College of Law or University-wide policies may also be reported to school administration.

Recording notice: Classrooms are equipped with cameras and microphones that can record video and audio from the entire room. From time to time, I may make use of this recording ability. I will aim to let you know before I begin recording on a given day, but as long as you conduct yourself professionally, you will always be ready for it.

Writing pre-test and clinic: Lawyers need to master the principles of grammar in order to create great legal documents. Incorrect grammar usage results in confused readers who cannot understand the legal arguments presented. To remedy grammar problems, students are required to take a writing pretest during orientation using *Core Grammar for Lawyers*.

The pre-test must be completed online by August 19, 2018 by 11:59 p.m. Students scoring less than 75% on the writing pretest will be required to meet with a writing specialist weekly in order to strengthen their skills over the course of the semester.

In addition, all students must earn a “book” (as explained in the *Core Grammar* program) in each of the *Core Grammar* lessons and complete the post-test with a score of no less than 85% by November 18, 2018 at 11:59 p.m. I highly recommend that you complete the lessons early. **You must complete these writing requirements and submit the results on time to pass the course.**

Writing For Success Attendance Policy: An absence in the Writing for Success class counts as **.5 of an absence in your Torts/Introduction to Legal Skills class.** It is in your best interest to attend all of the classes. If you are **late** or **unprepared** for WFS class, you may be marked late or absent at the professor’s discretion.

Writing specialists: Writing specialists will be available to help you with grammatical and structural issues related to your writing; for substantive questions regarding legal analysis, etc., please consult me. The writing specialists will not proofread entire documents, and your meetings with them will be more fruitful if you identify particular areas of concern you desire feedback on.

Disability Accommodations Statement

Students with disabilities should refer to the policies described at the University of La Verne Disabled Student Services Handbook [as of September 13, 2017 located at <https://sites.laverne.edu/disabled-student-services/disabled-student-services-handbook/>, which can be found on the website of the University of La Verne Disabled Student Services website (<https://sites.laverne.edu/disabled-student-services/disabled-student-services-handbook/>) or at their office]. Temporary accommodations are offered on a case by case basis. All required documentation must be submitted by the student before any formal accommodations and should be made directly to the Director of Student Affairs.

Any student eligible for and requesting academic accommodations due to a documented disability (or a suspected disability) is asked to contact the College of Law Director of Student Affairs and Americans with Disability Act Compliance Officer, Akita Mungaray by email at amungaray@laverne.edu or by phone at (909) 460-2017. Her office is located on the first floor of the College of Law, Office # 107. You can also contact Cynthia Denne at the University of La Verne Disabled Student Services office at (909) 448-4441. The office is located at the La Verne campus Health Center. In order to be considered for accommodations, disabilities must be documented and the proper medical evaluations must be submitted. The office is here to help you succeed in law school. Visit it online at <https://sites.laverne.edu/disabled-student-services/>.

Course Texts

1. Victor E. Schwartz, Kathryn Kelly & David F. Partlett, *Prosser, Wade & Schwartz’s Torts Cases and Materials* (West Academic Publishing 13th ed. 2015).

2. Christine Coughlin, et al., *A Lawyer Writes* (Carolina Academic Press 3rd ed. 2018).
3. Richard C. Wydick, *Plain English for Lawyers* (Carolina Academic Press 5th ed. 2005).
4. *The Bluebook, A Uniform System of Citation* (Columbia Law Review Ass'n et al. eds., 20th ed. 2015). The book is also available online (subscription fee required) at <https://www.legalbluebook.com/>.
5. Linda J. Barris, *Understanding and Mastering the Bluebook: A Guide for Students and Practitioners* (Carolina Academic Press 3d ed. 2015).
6. Ruth A. McKinney & Katie R. Guest Pryal, *Core Grammar for Lawyers* (<http://coregrammarforlawyers.com/>) (online only).

Office Hours

Office hours will be posted on TWEN or announced during the first week of class.

You are also always welcome to stop by any time if I am in my office and not otherwise with someone or on the phone. I will almost always be able to make time then and there, but if not, we can figure out another time to meet.

Basis of Grade

Unless I inform you otherwise, your course grade will be calculated as follows:

You will receive two separate grades for this class. Your Torts grade (4 credits) will be based upon the following:

1. Midterm Exam (20%)
2. Final Exam (70%)
3. Participation/Professionalism/Completion of Ungraded Assignments (5%)
4. Quizzes (5%)

Your Introduction to Legal Skills grade (2 credits) will be based upon the following:

- | | |
|-------------------------------------------|------|
| 1. Closed memorandum synthesis assignment | —10% |
| 2. Closed memorandum analysis assignment | —10% |
| 3. Closed memorandum | —25% |

4. Open memorandum outlining assignment —10%
5. Open memorandum —35%
6. Research and in-class assignments/quizzes —10%
7. Successful completion of *Core Grammar for Lawyers* pre-test, 24 lessons, completion of Writing for Success Class if required, plus post-test with score of no less than 85%.
(You must successfully complete and timely submit these requirements to pass the class.)

Assignments

Assignment format: Unless you are instructed otherwise, all assignments must be submitted as (1) a Microsoft Word file with all identifying metadata removed and (2) a PDF file. Documents must include a centered footer with the page number on each page.

The text of the assignment must be in 12-point Times New Roman type (with normal spacing in between letters), double-spaced and unjustified, with each paragraph indented and each page having one-inch margins on all sides.

Assignments contravening any of these requirements will be penalized. Similar formatting rules govern submission of briefs in court,[†] and judges have rejected briefs that flout court rules.[‡]

Assignment penalties: Each assignment must be uploaded to the both the appropriate TWEN drop box and to Lexis/Nexis (I will give further detail in class on how to do this) by the date and time stated on this syllabus unless I make an announcement to the contrary.

A minimum of 10% of the assignment's total possible raw score will be deducted per 24-hour period it is late, beginning from the date and time the assignment was originally due. A greater penalty may be deducted depending on the circumstances, as determined at my discretion.

Lexis/Nexis uses SafeAssign, a program that checks documents for plagiarism by examining national databases and papers submitted at universities across the United States.

A malfunctioning computer is not a legitimate excuse for a late submission, either in this class or in practice;[§] and readable (not corrupted) files must be uploaded to avoid sanctions. Save your work often and in multiple places (email it to yourself, save it on both a flash drive and your hard drive, etc.) to avoid this problem!

[†] See, e.g., Federal Rule of Appellate Procedure 32, available at <http://www.uscourts.gov/file/rules-appellate-procedure>.

[‡] See, e.g., Reyes-Garcia v. Rodriguez & Del Valle, Inc., 82 F.3d 11, 12 (1st Cir. 1996).

[§] See Martinelli v. Farm-Rite, Inc., 785 A.2d 33, 35-36 (N.J. 2001).

Please note: When submitting your assignment via TWEN, it is your responsibility to ensure that you have uploaded/submitted the correct document and version. If you upload a file that does not contain your assignment, you will be subject to the same lateness penalty that you would have been if you had failed to upload anything at all. Similarly, if you upload a file that is unreadable/corrupted, you will get the same lateness penalty that you would have if you had failed to upload anything at all.

Word-count penalty: An assignment exceeding the specified word limit will be penalized, with 1% of the assignment's total possible raw score deducted per 25 words in excess of the limit; each assignment with a word count limitation must be accompanied by an accurate word count and veracity certification (see the template posted on TWEN), as is typically required when attorneys file briefs in court.**

Anonymity requirements and penalty: Unless I instruct you to include your real name on an assignment, all assignments must be submitted with an anonymous ID number, and may not include your name or any other identifying information (either in the document text, in the document file name, or within the metadata).

For assignments that require anonymity, failure to use an anonymous ID, or inclusion of any identifying information in your document, the file name or its metadata shall result in a penalty of 10% of the assignment's total possible raw score.

You are responsible for making sure that you know how to, and do, remove all metadata from your documents prior to submission. If you do not know how to do this, use your research skills to figure it out via Google or ask our IT department.

Plagiarism and non-collaboration policy: Law school graduates found guilty of plagiarism have been denied admission to the bar (i.e., they'll never get to practice law) based on an adverse moral character determination.

Students suspected of plagiarism will be reported to the school administration for disciplinary action, with possible penalties ranging from receiving a zero on the offending assignment to being expelled from law school.

You are responsible for reviewing and abiding by the plagiarism policy contained in the College of Law's Manual of Academic Policies and Procedures^{††} for all assignments submitted in this course.

Unless instructed otherwise, you must complete all assignments independently, without consulting classmates or anyone else (aside from the writing specialists and me^{‡‡}) for assistance

** See, e.g., Federal Rule of Appellate Procedure 28(e)(3), available at <http://www.uscourts.gov/rules-policies/current-rules-practice-procedure>.

†† This document is available on the College of Law's website at <https://law.laverne.edu/students/files/2018/06/Manual-of-Academic-Policies-and-Procedures.pdf>.

with substantive, stylistic, or any other matters. Even mere discussion of an assignment or any of its components constitutes “collaboration” and is forbidden. Questions about this policy should be addressed to me.

Course Outline and Readings Schedule

Below is the general outline I expect us to follow for the course. We’ll go as fast or as slow as I judge that optimal learning warrants. Accordingly, I will not set in stone the readings for the term. This allows for flexibility in accommodating questions, class discussion, and the fact that we’ll move through some material slower than expected and other material faster than expected. The primary purpose of class is to help you understand the material, not simply cover it.

Note also that I’ll occasionally assign things to read or view outside of your course books.

Accordingly, this schedule is subject to change. It is the student’s responsibility to keep abreast of changes by attending class and monitoring the course TWEN page.

As for specific page ranges, I will typically announce upcoming readings:

- (a) at the end of class, **or**
- (b) by posting them on TWEN.

Assignment to be completed before our first class, Tuesday, Aug. 21:

Read *Prosser, Wade & Schwartz’s Torts Cases and Materials*: pp. 17-32, 35-53.

Submit brief of *Fisher v. Carrousel Motor Hotel, Inc.* case on TWEN before class.

Read *A Lawyer Writes*: pp. 3-14, 33-43, 193-95, 197-209.

Torts Material Outline

Part 1: Intentional Harms to Person or Property

Prosser Ch. 2

Part 2: Affirmative Defenses to Intentional Harms to Person or Property

†† This means that you may *not* discuss any assignments with any other professors, including those in La Verne’s Center for Academic & Bar Readiness (CABR).

Prosser Chapter 3

Part 3: Negligence: Overview and Breach

Prosser Chapter 4

Part 4: Negligence: Causation

Prosser Chapters 5 – 7

Part 5: Negligence: Duty

Prosser Chapters 8 – 9

Part 6: Negligence: Damages

Prosser Chapter 10

Part 7: Negligence: Affirmative Defenses

Prosser Chapter 12

Part 8: Vicarious and Strict Liability

Prosser Chapters 13 – 14

Part 9: Products Liability

Prosser Chapter 15

Part 10: Defamation and Privacy

Prosser Chapters 17 – 18

Supplemental TWEN readings

Part 11: Business Torts

Prosser Chapters 21 - 22

ILS Material Outline

Part 1: Drafting a Case Brief, Reading and Interpreting Statutes, Drafting Statutory Analysis

A Lawyer Writes (Coughlin) Chapters 1, 3, 11

Part 2: Identifying Legal Arguments, Use of CREAC, Reading Cases

A Lawyer Writes (Coughlin) Chapters 3, 4, 6

Part 3: Introduction to Rule Synthesis, Creating an Umbrella Rule

A Lawyer Writes (Coughlin) Chapter 7

Part 4: Introduction to Legal Analysis, Plagiarism, Bluebook Citations, Organization

A Lawyer Writes (Coughlin) Chapters 5, 7

Understanding and Mastering the Bluebook (Barris) Chapter 1

The Bluebook “the blue pages”

Part 5: Editing and Polishing

A Lawyer Writes (Coughlin) Chapter 16

Plain English for Lawyers (Wydick)

Part 6: Using Legal Research to Prepare a Legal Memorandum

A Lawyer Writes (Coughlin) Chapter 5

Supplemental TWEN readings

Part 7: Legal Analysis Continued, Email Drafting

A Lawyer Writes (Coughlin) Chapters 8, 9, 18

Part 8: Drafting a Question Presented and Brief Answer, Drafting a Statements of Facts and Conclusions,

A Lawyer Writes (Coughlin) Chapters 13 – 15

Part 9: Bluebook Citations Continued

Understanding and Mastering the Bluebook (Barris) Chapter 2

The Bluebook “the blue pages”

Assignment Schedule

1. The assignments listed below are not necessarily the only assignments you will have this term. What is listed below is designed only to help you plan, particularly for the biggest assignments this term. For instance, I will occasionally assign other smaller, ungraded assignments to aid your learning.

2. You will need to attend to class to keep up with any modifications to the schedule or any other assignments, as I will typically not issue a revised syllabus.

Week #	Assignment due	Assignment assigned
1 8/20-8/24	8/19 <i>Core Grammar</i> pre-test must be completed online by 11:59 p.m. 8/21 Submit brief on <i>Fisher v. Carrousel Motor Hotel, Inc.</i> on TWEN before class. 8/20 Agreement to Abide by Course Policies due in class.	
2 8/27-8/31	Library Assignment	
3 9/3-9/7	9/7 Analysis Exam Library Assignment	Closed Memo Assigned Closed Memo Synthesis Assigned
4 9/10-9/14	Library Assignment	
5 9/17-9/21	Closed Memo Synthesis Assignment due by 9/21 at 11:59 p.m. Library Assignment	Closed Memo Analysis Assigned
6 9/24-9/28	Library Assignment	
7 10/1-10/5	Closed Memo Analysis Assignment Due by 10/5, at 11:59 p.m.	

	Library Assignment	
8 10/8-10/12	10/12 TORTS MIDTERM Library Assignment Mandatory Paper Conference #1 with Professor—see TWEN for appointment sheet	
9 10/15-10/19	Closed Memo Final Draft Due by 10/19 at 11:59 p.m. Library Assignment Mandatory Paper Conference #1 with Professor (cont.)—see TWEN for appointment sheet	Open Memo Assigned Open Memo Outline Assigned
10 10/22-10/26	Library Assignment	
11 10/29-11/2	Open Memo Outline Due by 11/2 at 11:59 p.m. Library Assignment Mandatory Paper Conference #2 with Professor—see TWEN for appointment sheet	
12 11/5-11/9	Library Assignment Mandatory Paper Conference #2 with Professor (cont.)—see TWEN for appointment sheet	
13 11/12-11/16	OPEN MEMO DUE, 11/16 at 11:59 p.m., 11/18 Completion of <i>Core Grammar</i> Requirements and Post-Test due online by 11:59	

	p.m.	
14 11/19-11/23	Nov. 22-23 Thanksgiving Break—No Classes	
Make-up Days 11/26-11/28		

This syllabus is subject to change to accommodate instructional or student needs. A new or amended syllabus will not necessarily be issued when such changes occur. It is your responsibility to keep abreast of such changes by class attendance and monitoring the Torts/ILS TWEN pages.

APPENDIX OF MISSION, VALUES AND LEARNING OUTCOMES

University of La Verne Mission and Values

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community.

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

1. **Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.
2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.

4. **Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

University of La Verne College of Law Vision, Mission, and Values

VISION

La Verne Law is an incubator for innovation in legal education, thought, and advocacy for individuals passionate about serving their communities and promoting access and justice.

MISSION

The mission of La Verne Law is to guide our students in the discovery of law and self as they prepare for the practice of law or other professional careers. Our faculty of scholars and teachers is committed to creating an innovative, collaborative learning environment designed to develop the knowledge and skills relevant to achieving individual and professional success.

Our mission encompasses educating, as well as enhancing the professional lives of, the members of the local, regional, national, and international communities we encounter – students, faculty, staff, administrators, alumni, members of the bench and bar, and others who pursue social justice.

Our mission is grounded in the core values of the University of La Verne – life-long learning, ethical reasoning and decision-making, diversity & inclusivity, and community & civic engagement.

Difference-making is our legacy.

CORE VALUES

University Values: As a College within the University of La Verne we adopt and endorse the University core values of Lifelong Learning, Diversity and Inclusivity, Community Engagement, and Ethical Reasoning.

College of Law Core Principles and Values: As an institution dedicated to teaching and training the next generation of lawyers and leaders, we operate institutionally and individually on the principles of professionalism, innovation, ethics, student centeredness and community enhancement. In our actions and interactions, we are and seek to be affirming, respectful, humble, accountable, committed, inclusive, empathetic, responsive, passionate, and positive.

University of La Verne College of Law Program Objectives

- A. Upon completion of the program of legal education, students will possess the skills and knowledge to enable them to pass any bar examination of their choosing.
- B. Upon completion of the program of legal education, students will possess those skills to participate as respected members of the legal profession.
- C. Upon completion of the program of legal education, students will model ethical, responsible, and professional behavior.

- D. Upon completion of the program of legal education, students will embrace cultural differences and civic and community engagement.

American Bar Association Standard 302: LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

In compliance with ABA Standard 302, the University of La Verne College of Law has established the following:

University of La Verne College of Law Program Learning Outcomes

- 1. Students shall demonstrate knowledge and understanding of substantive and procedural law.
- 2. Students shall demonstrate competence in legal analysis and reasoning.
- 3. Students shall demonstrate competence in conducting legal research.
- 4. Students shall demonstrate competence in problem-solving.
- 5. Students shall demonstrate competence in written and oral communication.
- 6. Students shall be able and motivated to exercise proper professional and ethical responsibilities to clients, the legal system, and the wider community.
- 7. Students shall demonstrate competent litigation skills.
- 8. Students shall demonstrate competent transactional skills.
- 9. Students shall apply cultural competency while exercising their legal skills.

**Agreement That You Have Read, Understand,
and Will Comply with the Syllabus**

I, _____, have read the Syllabus for this course, Torts/ILS, and understand what is contained in it. I agree to comply with it.

Signed: _____

Dated: _____

This form must be detached, completed, and returned to your professor at the beginning of the second class held this semester.