

**Fall 2020**  
**1<sup>st</sup> Year Assignments**

**Assignments are subject to change, please check frequently. New information will be added when it becomes available.**

You will receive information about our distance learning tools (such as Canvas) by Friday, August 21, 2020. This information will be sent to your new CWSL email address.

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**Civil Procedure I §3A & §3B – Prof. Aceves**

Welcome to Civil Procedure! This course addresses the structure and process of litigation and the mechanisms through which substantive rights are addressed by the judiciary.

The required textbooks are:

1. STEPHEN C. YEAZELL & JOANNA C. SCHWARTZ, CIVIL PROCEDURE (10th ed. 2019)
2. STEPHEN C. YEAZELL & JOANNA C. SCHWARTZ, FEDERAL RULES OF CIVIL PROCEDURE: WITH SELECTED STATUTES, CASES, AND OTHER MATERIALS (2019).

For our first class, we will go over several administrative matters. In addition, we will begin addressing Part I of the course.

**Monday (Aug. 31)**

*An Introduction to American Courts*

-Textbook, pp. 1-13 (*Hawkins v. Masters Farms, Inc.*)

-review FRCP 12

**Wednesday (Sept. 2)**

*Starting the Case*

-Textbook, pp. 13-26 (*Bridges v. Diesel Service, Inc.*; *Bell v. Novick Transfer Co.*)

-review FRCP 4, 5, 8, 11

*The Key Players: The Parties*

-Textbook, pp. 27-31 (*Fisher v. Ciba Specialty Chemicals Corp.*)

On average, we will read approximately 20-25 pages for each class, and we will follow the order of the syllabus. If we don't finish the readings on their assigned date, we will address them in the following class.

Please make sure to have your textbook and rules supplement available during class. In addition to the textbook and rules supplement, I have also assigned several external cases (which are identified in the syllabus).

**Zoom Attendance and Participation**

Our classes will be conducted via Zoom on the days and times listed in the CWSL Course Schedule. You are expected to be physically present for the entirety of every class session, with your camera on and your microphone muted unless called upon. While classes will be recorded, you only receive "attendance credit" for participating in the live version of the class. Zoom automatically logs your attendance. (By enrolling in this course, you agree to be recorded. You may not separately record our classes.)

To maximize your class experience, you should consider using headphones to minimize distractions and background noise. You should not use your computer for non-class related purposes. Please be sure to have your microphone muted unless you are called upon to participate.

While our classes will be live, there will be a number of recorded sessions that will be made available to you asynchronously. This means you will be able to watch these recordings at any time.

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## Civil Procedure I §2A – Prof. Dadhania

Welcome to Civil Procedure I. The following is your reading assignment for the first week of class. This reading is designed to give you an overview of the U.S. court system and an introduction to some of the civil procedure topics we will study in depth this semester.

In addition to the following reading, please explore the course's Canvas page. I will be posting course slides, assignments, and other materials to Canvas. You can sign up for office hours on Canvas. I will also use Canvas to communicate with you.

### **Tuesday, Sept. 1: Introduction to Civil Procedure I and U.S. Legal System**

Before class, please read:

- Course Syllabus (It is posted on the course's Canvas page under "Syllabus")
- Casebook pages 1–5, 54–56 (Note on Appellate Structure and Jurisdiction; Note: Civil Procedure in Your Substantive Courses), 290–291 (Choosing Procedure)

As you are doing the casebook reading, please write down some quick notes on the following questions:

If you had to design a civil (not criminal) dispute system from scratch, which goals do you believe are the most important (e.g., fairness, accurate decisions, efficiency, access to courts, etc.)? In other words, what are the basic foundations upon which a civil dispute system should be built? How would you design a civil dispute system to best achieve those goals? For example, if your main goals are fairness and accessibility, what is needed to make a civil dispute system fair and easily accessible to people who cannot resolve civil disputes on their own?

Please do not worry about using "legalese" or the "correct" civil procedure terms. Instead, I want you to focus on thinking about the goals of a civil dispute system and how you could achieve those goals.

We will discuss these questions during our first class in small groups and then together as a class. I will not call on you during our first class, but please come prepared to share your ideas.

### **Thursday, Sept. 3: Introduction to Personal Jurisdiction and Subject Matter Jurisdiction**

Before class, please read:

- Casebook pages 5–13 (until Service of Process)
- 28 U.S.C. §§ 1331, 1332(a)
- Skim FRCP 12(b)

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## Civil Procedure I §2B – Prof. Dadhania

Welcome to Civil Procedure I. The following is your reading assignment for the first week of class. This reading is designed to give you an overview of the U.S. court system and an introduction to some of the civil procedure topics we will study in depth this semester.

In addition to the following reading, please explore the course's Canvas page. I will be posting course slides, assignments, and other materials to Canvas. You can sign up for office hours on Canvas. I will also use Canvas to communicate with you.

## **Wednesday, Sept. 2: Introduction to Civil Procedure I and U.S. Legal System**

Before class, please read:

- Course Syllabus (It is posted on the course's Canvas page under "Syllabus")
- Casebook pages 1–5, 54–56 (Note on Appellate Structure and Jurisdiction; Note: Civil Procedure in Your Substantive Courses), 290–291 (Choosing Procedure)

As you are doing the casebook reading, please write down some quick notes on the following questions:

If you had to design a civil (not criminal) dispute system from scratch, which goals do you believe are the most important (e.g., fairness, accurate decisions, efficiency, etc.)? In other words, what are the basic foundations upon which a civil dispute system should be built? How would you design a civil dispute system to best achieve those goals? For example, if your main goals are fairness and accessibility, what is needed to make a civil dispute system fair and easily accessible to people who cannot resolve civil disputes on their own?

Please do not worry about using "legalese" or the "correct" civil procedure terms. Instead, I want you to focus on thinking about the goals of a civil dispute system and how you could achieve those goals.

We will discuss these questions during our first class in small groups and then together as a class. I will not call on you during our first class, but please come prepared to share your ideas.

## **Friday, Sept. 4: Introduction to Personal Jurisdiction and Subject Matter Jurisdiction**

Before class, please read:

- Casebook pages 5–13 (until Service of Process)
- 28 U.S.C. §§ 1331, 1332(a)
- Skim FRCP 12(b)

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## **Civil Procedure I §1A & §1B - Prof. Klein**

### **THINGS YOU SHOULD DO BEFORE THE FIRST DAY OF CLASS**

- Sign up on to the Course website – on Canvas: "Civil Procedure I - Sections 1A & 1B -- Prof. Ken Klein - Fall 2020".
- Sign on to the "CasebookConnect" website for this class – more information is provided to you when you purchase your book -- your "class code" will be provided to you in your book.
- Watch Klein Academy video 1.1 (How to Succeed in Law School). It is on Panopto; also, a link to the video is provided in the Module, Class 1, in the Canvas course site for this class.
- Read a very short essay I have posted on the Canvas site (under the Module for Class 1) – it is entitled "What Do I Know."
- Then watch Klein Academy video 1.2 (Six Daily Affirmations for Law Students). It is on Panopto; also, a link to the video is provided in the Module, Class 1, in the Canvas course site for this class.
- Watch the entirety of this Syllabus.
- Watch Klein Academy video 1.3 (What Lawyers Do and How Law School Teaches It). It is on Panopto; also, a link to the video is provided in the Module, Class 1, in the Canvas course site for this class.
- Read Chap 1 of your casebook.
- Then watch Klein Academy video 1.4 (First Class for Civ Pro I). It is on Panopto; also, a link to the video is provided in the Module, Class 1, in the Canvas course site for this class.

- Come to class with any questions you have.

<b>Class</b>	<b>Date</b>	<b>Class Coverage</b>	<b>Reading</b>
1	Sept 1	Introduction to course. Overview of Civil Procedure and the courts.	<ol style="list-style-type: none"> <li>1. Watch Klein Academy video 1.1 (How to Succeed in Law School)</li> <li>2. Read a very short essay I have posted on the Canvas site – it is entitled “What Do I Know.”</li> <li>3. Then watch Klein Academy video 1.2 (Six Daily Affirmations for Law Students).</li> <li>4. Then read the Syllabus.</li> <li>5. Watch Klein Academy video 1.3 (What Lawyers Do and How Law School Teaches It).</li> <li>6. Read Chap 1 of your casebook.</li> <li>7. Then watch Klein Academy video 1.4 (First Class for Civ Pro I).</li> </ol>

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### **Contracts I §2A, §2B, §3A & §3B – Prof. Greene**

#### **Class 1: INTRODUCTION**

Intro to Contract Law Study, pp 1-18.

Introduction to Contracts I:

- class standards/rules
- case briefing standards
- professional context
- overview of Contracts I

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### **Contracts I §A & §1B – Prof. Sax**

First assignment: Purchase subscription to Sax-Contracts on chartacourse.com using your cwsl email address; review the syllabus within Sax-Contracts and prepare Assignment #1.

Office Hours: Please check the calendar in canvas for weekly availability. Students must sign-up for an appointment to attend office hours.

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### **Criminal Law §1 & §3 - Prof. Campbell**

#### **1ST ASSIGNMENT, BOOKS, SYLLABUS, & OFFICE HOURS**

- Your first two tasks are to (1) Familiarize yourself with the Canvas system; in this, you may find helpful the three URLs I copied after the introductory portion of our Syllabus (2) Read over pages 3-4 (under “Nature & Purpose of Criminal Law,”) in the required casebook.
- Your required casebook is Boyce, Dripps, & Perkins, CRIMINAL LAW & PROCEDURE (13th edition, 2017).
- Our Syllabus includes approximately 50 pages of required reading in a hornbook, whose purchase is completely optional: LaFave CRIMINAL LAW (6th edition, 2017.) If you can find a way to take notes from these pages without having to purchase the entire book, I suggest you do so. (You'll be accountable for knowing what's on these pages on the final exam.)

- My office hours (225 Cedar Street Bldg, Room 418) will be on Mondays and Wednesdays from approximately 3:45 to 5:00 p.m. As things progress, we'll find the most effective way to communicate at a distance.

Cheers! Prof. Campbell

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## Criminal Law §2 - Prof. Cantalupo

- Week 1 September 1 & 3 Pages 1-11; 20-41; 45-57;  
Introduction to the Criminal Law 149-152; 155-164  
The Actus Reus (Voluntary Act) Requirement Appendix: MPC §2.01
- Regina v. Dudley and Stephens
  - People v. Williams
  - Martín v. State
  - State v. Decina

Also watch before class the WCBS Report on Ambien Sleeping Pills/Sleep Driving (5-11-09) (approx. 3.5 minutes):

[http://www.youtube.com/watch?v=jrsyh\\_c3Puo&playnext=1&list=PL5C679D32864B8C93&feature=results\\_main](http://www.youtube.com/watch?v=jrsyh_c3Puo&playnext=1&list=PL5C679D32864B8C93&feature=results_main)

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## Legal Skills I - All Sections

Welcome to California Western and your Legal Skills I course! We are looking forward to meeting you soon.

Prior to our first class meeting on September 4, please read The Legal Writing Handbook (Seventh Edition) by Oates, Enquist and Francis, Chapter 1 (Making the Transition) and Chapter 2 (The United States Legal System).

Before our first class, you will also need to complete an initial writing assignment that will consist of two parts: 1. An essay and 2. A biographical sketch. Don't worry: the assignment will not be graded.

The goals of the assignment are to: 1. provide you with information that may ease some of the anxieties that new law students often experience; 2. offer you an opportunity to reflect on the variety of skills that are essential to success in the legal profession; and 3. allow us to get to know you better and learn how we can help you succeed in law school and beyond.

### INSTRUCTIONS:

1. Please **read** the following the two articles which will be posted on Canvas:
  - WHEN FEAR KNOCKS: THE MYTHS AND REALITIES OF LAW SCHOOL
  - TOP TIPS TO SUCCESSFULLY FINISH THE FIRST YEAR OF LAW SCHOOL IN A PANDEMIC
2. After reading the articles, please write an essay addressing your biggest fears and concerns regarding law school, strategies you think may help reduce those fears and help you achieve success in law school, and the skills you think are essential to success in the legal profession. The length of your essay should at least three pages double-spaced. Please proofread and edit your work for conciseness and clarity prior to submitting it. Below are some additional prompts to help you shape your essay.
  - A. **Your fears and concerns about law school.** List the three biggest fears you have about law school, generally. Separately discuss any fears and concerns you have with respect to on-line learning and the virtual classroom in the context of the current pandemic.

- B. **Strategies for success.** List three practical steps you can take to reduce your fears and overcome the challenges that lie ahead. How can your professors help you? Your fellow students?
- C. **Essential legal skills.** Our course title is “Legal Skills.” Spend some time thinking about the kinds of skills that are essential to the legal profession. List your top 5 and explain why you have selected them as being essential. Discuss whether you think these skills can be learned. If so, do you have any ideas as to how you can learn them most effectively?

Focusing on potential weaknesses and concerns, while also identifying concrete ways to combat those challenges, will empower you and could empower your classmates. For this reason, we may create an anthology of short extracts from the essays to share with the class; any identifying information will be redacted to preserve your anonymity. The only people who will read your complete essay are the professors and the Honors Instructors. **If, for whatever reason, you would prefer to keep any portion of your essay completely private, simply indicate that in a sentence at the end of the essay. Example: “Please do not share any of the bolded parts of this essay with the class.” Example: “I do not wish to have any part of this essay shared with the class.”** Again: all quotes from the essays that are shared with the class will not be accompanied by identifying information, such as your name. We will also omit any details that might compromise your anonymity. We do, however, think that you may benefit from the ability to read some of your colleagues’ contributions in the anthology: in our classroom, and throughout the trimester, students will learn from each other as well as from us as professors.

The purpose of this first assignment is also to help us to get to know you better as a person and as a student. Your professors and the Honors Instructors can help you most the more they know about you, your concerns, and your goals. For that reason, after you complete the essay described above, please conclude the assignment by adding a biographical sketch that includes the following: 1. The name you prefer to be addressed by; 2. Preferred pronouns; 3. Undergraduate institution and major; 4. Favorite hobbies; 5. Professional/Work experiences; 6. Something that you think may set you apart from many of your peers or makes you relatively unique. Feel free to share any additional information you think may be relevant or helpful even if not specifically requested in the writing prompts. For example: Are you the first person in your family to go to law school? Do you think the training you received as an undergraduate (or otherwise) prepared you for law school? Do you have a legal role model? What makes you happy?)

**The essay and biographical sketch should be completed by 5 p.m., Tuesday, September 1, 2020. Submit the assignment by attaching a single Word document containing the essay and the biographical sketch to an e-mail addressed to your Legal Skills Professor (see addresses below). Include your name and section number as a header on every page of the Word document; the pages should be numbered. Use “FIRST WRITING ASSIGNMENT” as the subject line for the e-mail.**

Have fun with the assignment! We look forward to meeting you!

Professor David Austin  
[daustin@cwsu.edu](mailto:daustin@cwsu.edu)

Professor Allison Cato  
[acato@cwsu.edu](mailto:acato@cwsu.edu)

Professor Amy Day  
[aday@cwsu.edu](mailto:aday@cwsu.edu)

Professor Liam Vavasour  
[lvavasour@cwsu.edu](mailto:lvavasour@cwsu.edu)

***Wait to buy Core Grammar. You will receive information regarding purchasing Core Grammar with a discount code the first day of class. Do not purchase the program until you receive this information from your Professor.***

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## Legal Skills II §5A - Prof. Thyfault

### Before Class on 8/31

- Email Professor Thyfault – [rkt@cwsl.edu](mailto:rkt@cwsl.edu) -- to schedule a Zoom meeting. The meeting will last about 20-30 minutes.
- Read the syllabus, which is posted on Canvas. Note due dates for all assignments, which are listed at the end of the syllabus.
- Review Richard Wydick’s *Plain English for Lawyers*.
- I recommend that you begin to work on Core Grammar. The instructions for completing Core Grammar are posted on Canvas.

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## Property I §1A & §1B - Prof. Behzadi

The first assignment is “Casebook Pg. 1-25”.

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## Property I §2A & §2B - Prof. Ebrahim

- Required Text: *Property: A Contemporary Approach* (Sprankling & Coletta, 4<sup>th</sup> ed.)
- pages 1-8

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## Property I §3A & §3B - Prof. Smythe

Read Johnson v M'Intosh in Dukeminier pp. 4-10.

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