

Torts I

University of North Dakota School of Law
Fall 2015

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SYLLABUS

1. GOALS AND LEARNING OUTCOMES: My primary goals for the Torts I and Torts II courses are for you to become literate and conversant in the principal doctrines of tort law and to be able to thoroughly analyze torts problems, applying tort law to facts. In addition, you should gain an understanding how tort law works in practice and how rhetoric, strategy, and values affect the law and the outcomes of cases. Finally, you should gain an appreciation of the theory and philosophy behind the common law of torts and learn something of the historical and jurisdictional context of present-day tort law.

The following is a non-exclusive list of particular learning outcomes:

1. Broadly know and be able to apply the principal doctrines of tort law, including, specifically, those listed in the course outline at the end of this syllabus.
2. Have a basic level of literacy with tort law such that, with regard to tort law issues, you could productively and immediately step into a role as the general counsel of a small organization or an attorney supporting the general counsel of an organization of any size.
3. Have the requisite level of knowledge such that you could immediately play the role of a productive and knowledgeable junior associate to an experienced outside counsel who practices primarily in tort law cases.

2. COVERAGE: This semester, in Torts I, we will be covering negligence and the intentional torts, plus issues of liability arising in the health-care context. In the Spring semester, in Torts II, we will proceed at a faster pace, building on the foundations laid in the first semester, and our subjects will include strict liability, products liability, economic torts, worker's compensation, defamation, remedies, theoretical perspectives on tort law, and more.

3. CLASS WEBSITE: The central repository for class materials and information is the class website. It is not password protected. Go to ericejohnson.com and find the link on the upper left. The direct URL is:
http://www.ericejohnson.com/courses/torts_1516/

4. **MATERIALS:** There are required materials for this course.

4-1. The following books, or the relevant portions thereof, will be available for free download from the class website:

Torts, Volume One
by Eric E. Johnson
(Prepublication beta version, forthcoming from eLangdell Press)

Torts, Volume Two
by Eric E. Johnson
(Prepublication beta version, forthcoming from eLangdell Press)

Books to be purchased by students, either online, from the UND bookstore, or elsewhere, are:

Understanding Torts, Fifth Edition by John L. Diamond, Lawrence C. Levine, Anita Bernstein
Published: 2013, LEXISNEXIS
ISBN-10: 0769872344
ISBN-13: 978-0769872346

Four Trials by John Edwards, with John Auchard
Published: 2004, Simon & Schuster
ISBN-10: 0743272048
ISBN-13: 978-0743272049

An item to be purchased by students, either online, from the UND bookstore, or elsewhere, is:

Response Card RF - LCD (Clicker)
Edition: N/A
ISBN: 9781934931400

NOTE: It may be possible for you to use, at your option, another clicker – perhaps an older model TurningPoint ResponseCard. I only care that it works with the system. You can bring it to class and we can test it to find out.

4-2. **Other:** Additional materials that will be part of the required reading may be made available via links from the course website, handed out in class, or placed on reserve in the library. In addition, I might assign lessons from the CALI website (the Center for Computer-Assisted Legal Instruction) at <http://www.cali.org>, so you should be able to log on to that site. I will also be giving you assignments that will require you to turn in a written product.

4-3. **Study Aids and Unassigned, Additional Reading:** Beyond the required materials, you are encouraged to use any other materials you find helpful or interesting. CALI exercises that you undertake on your own can often be very rewarding. The more you learn about torts, the better.

I have found that commercial outlines and other study aids are a great way of gaining a basic understanding of the blackletter law in a subject. That being said, I think the best time to read such an unassigned secondary source is right at the beginning of the semester. That way, you may give yourself a better foundation of knowledge for

learning the material presented in the cases and in class. On the other hand, reading a commercial outline *as exam preparation* for this class could be a waste of your time and mental energy. But it's up to you, of course, to judge for yourself.

If you do use study aids or other resources, I would be interested in hearing about your experience with them – whether good or bad. I'm always interested in knowing what is contributing to people's learning.

5. READING: Reading assignments will be posted to the chart of assignments, which may be accessed from the class webpage. I take care to craft reading assignments so that they are not unduly burdensome. In return, I ask that you do the reading conscientiously.

How should you tackle the reading? You could, of course, brief the cases, use a highlighter, make margin notes, or do any of a number of other things. And, of course, you should do what works for you. But the most important thing is to read the material with interest. "With interest" means you should be having thoughts going through your head such as, "Mmmm, interesting!" "Ah ha! That makes sense!" or "What is wrong with this judge?!?!?"

One way to approach the reading, suggested by Professor Scott Brewer, is to be aware of "the literary drama of the law," that is, to "be alert to the narratives of the hopes, aims, fears, aspirations and frustrations of the litigants ..." Behind every case there is a real story. The more you allow yourself to be absorbed into that story, the more you will get out of the case.

Also, you should attempt to put yourself in the position of the judge. Force yourself to confront the challenge of trying to interpret the law in a way that is fair, unbiased, beneficial for society, as well as true to statute and precedent. Using this kind of viewpoint, you are bound to get something extra out of every case you read.

6. GRADING:

6-1. Your grade will primarily be based on your exam performance. The exam is discussed later in this syllabus.

6-2. Class participation will also potentially count in calculating your final grade. I plan to add or subtract from some students' exam grades on a non-anonymous, discretionary basis, with the result forming the grade for the course. Such adjustment will ordinarily be no more than one step, such as from a B to a B+ or from an A to an A-. In extraordinary cases, which I anticipate to be rare, I may make an adjustment of two steps, such as from a C to a B- or from a B+ to a B-. In making class-participation adjustments, I anticipate that some students' grades will be increased upward and others' may end up being adjusted downward, with most students' grades probably remaining unchanged. Class-participation evaluation is, of course, subjective.

6-3. Reasons for a positive effect of class participation on the overall course grade may include habitual preparedness and engagement, volunteering in discussions, excellence in contributions to discussions, strong performance on the quiz, strong performance on assignments, and various conduct that contributes positively to the educational process.

6-4. Reasons for a negative effect of class participation on the overall course grade may include exhibiting poor performance or visible disengagement in the classroom, being unprepared for class, disruptive behavior (including, but not limited to, a pattern of appearing distracted by a computer or phone), conduct contrary to the Classroom Conduct Rules (listed below) and other conduct that detracts from the educational process. Tardiness and deficient attendance, if substantial enough, may also have a negative effect. (For more on attendance, see §9.)

6-5. Positive and negative effects may, of course, offset.

6-6. Please keep in mind that, despite the fact that class participation is graded, you should not worry unduly about the quality of your responses in class discussion. Law school, like all other educational environments, is a place to learn, and that necessarily implies that it is a place to fumble and make mistakes. I do not ask questions or conduct discussion as a way of judging you; I do it as a way of challenging you and helping everyone to learn. So put aside your fears and engage in the conversation. Once you are a full-fledged lawyer, having a confident voice under pressure will be indispensable. Now is the time to find that voice. Be bold.

6-7. Note that I plan to do at least one quiz, using fill-in-the-bubble sheets, near the beginning of the semester, after we have done the blackletter review. Consider the quiz a productive challenge – a chance to solidify your learning of basic doctrine. But don't stress too much about it. While strong performance on the quiz is a positive in terms of class participation grading, poor performance on the quiz will not count as a negative.

7. COMMUNICATIONS AND OFFICE HOURS:

7-1. My e-mail address is eric.e.johnson@law.und.edu. Please note that I do not answer or discuss substantive questions through e-mail. Moreover, perhaps unlike many students, I do not read e-mail on an hour-by-hour basis. I may not respond at all to certain e-mailed questions, including those which ask for information that is clearly answered in this syllabus. If you miss class, please ask other students for information you may have missed, such as reading assignments. Any e-mail communications you do have with me should be prepared in a professional manner, including the use of a meaningful subject line.

7-2. If you have any questions about the exam, please ask them in open class. In the aims of fairness, I do not discuss the exam on an *ex parte* basis.

7-3. My office is 220D in the East Wing. I will post open "office" hours on my website at ericejohnson.com. If office hours are not convenient, please do not hesitate to e-mail me to make an appointment to talk (and when you do, it helps if you include some suggested times that work for you).

7-4. At least once during the year, I hope you will take advantage office hours, an appointment, or some other opportunity just to chat – even if you have no questions and nothing to discuss. That's not a requirement, just a request. But it would be nice to be able spend some informal time with everyone.

8. IN THE CLASSROOM:

8-1. Classroom Conduct Rules:

In general:

- (a) Avoid behavior that might disrupt class or distract your fellow students.

Some specifics:

- (b) Do not eat in class. Do not chew gum audibly or with your mouth open.
- (c) Refrain from any use of a digital device where such use could reasonably disrupt class or distract fellow students. All digital devices must be operated without audio volume. Screens must not display any distracting content, including, but not limited to, distracting images, indecent content, moving images (video), and animation or flashing graphics.
- (d) You may use digital devices (including, without limitation, computers, phones, and tablets) in class; however, from the time of class's scheduled beginning until class ends: (1) You may not engage in any digitally enabled network communications with anyone else in class, including, but not limited to, e-mail and text messaging. (2) You may not engage in any web publication or any live-updating/realtime digitally enabled network communications with anyone at all, including, but not limited to, live chat, IM, Facebook (including, but not limited to, Facebook groups), Twitter, Ello, Snapchat, Instagram, Google+, and the like. The prohibitions of this subparagraph (d) are not limited by context and apply without regard to whether the activity in question can be characterized as disruptive or distracting. Any violation of the policy in this subparagraph (d) will presumptively result in a lowered course grade and may be referred for disciplinary action. The prohibitions of this subparagraph (d) do not apply if and when you are absent from class and not on campus, nor do they apply to communications with University information-technology staff for technical-support purposes. Bottom line: Keep the discussion in class, where it is productive and beneficial for all.

8-2. Your participation in classroom discussion should be meaningful and appropriate. Raise your hand to have a say in discussion when you have a comment that will contribute to the experience of the class as a whole, or when you have a question, the clarification of which will benefit the entire class. On occasion there are students who raise their hand too often and take up too much of the class's time. And in nearly every class, there are people who sit passively and rarely, if ever, contribute to classroom discussion. Try to not fall into either extreme.

8-3. Even if you don't volunteer, I'll expect you to be ready to participate meaningfully if called on. If you cannot participate fully for a particular class, for whatever reason (and there's no need to tell me why), please tell me before class, in person, so that I can avoid calling on you. Reasonable requests of this sort are entirely understandable and will not adversely affect your grade.

8-4. Be aware that I plan to make an audio recording of each class meeting. These recordings are for my use, and, unfortunately, I will not be making them available

during the semester for absent students. No one is permitted to make an audio or video recording of class without my express, written permission.

9. ATTENDANCE:

9-1. In General: My view is that punctual, regular attendance in class is an essential component of the educational experience. Superior performance on an examination is not enough if you haven't shown up. Moreover, the General Rules of the School of Law's Academic Program provide, "Regular and punctual class attendance is required."¹ ABA standards put an emphasis on attendance as well.

I expect that students may have occasional, isolated absences. I do not view this as a problem. An infrequent late arrival is forgivable as well. But how does one draw the distinction between the well-meaning student who doesn't make it on time to every class and the student who allows attendance to become a serious problem? It's not easy. Thus, I am providing this detailed attendance policy. I regret that it is so long. Nonetheless, seriously deficient attendance must incur serious consequences and, therefore, it seems prudent to err on the side of particularity.

9-2. Deficient Attendance:

(a) **Late Arrivals and Early Departures:** As the expression goes, better late than never. But bear in mind that tardiness is disruptive. For purposes of determining the appropriateness of penalties discussed below, a late arrival or early departure will count as half of a whole absence. In my discretion, however, a very late arrival or a very early departure may be counted as a whole absence.

(b) **Comings and Goings; Intraclass Absences:** I understand that you may have an urgent need to leave class for a short time. Bear in mind that leaving and re-entering class is disruptive, so please do so only when necessary.

(c) **Effect on Grade for Deficient Attendance:** Deficient attendance may have a negative effect on the class-participation component of your grade, and thus on your overall course grade. The negative effect may occur either as a drop in your final grade or a decision not to grant a bump up in your grade. The class-participation grading component is discretionary and subjective, and attendance is only one among many factors in determining class-participation grading. In keeping with that, there is no set numerical formula by which absences and partial absences (i.e., late arrivals, early departures, intraclass absences) will be deemed seriously deficient and thus deserving of negative treatment in the class-participation grading component. Factors that will be considered include the number of absences and partial absences, the student's attendance record in comparison with the attendance records of others, courteousness and professionalism in dealing with attendance issues, and extenuating circumstances. As a guideline, however, you can expect that six or more absences will constitute deficient attendance such that attendance, by itself, would warrant dropping a student's final grade by one step.

(d) **Administrative Withdrawal or Failing Grade for Profoundly Deficient Attendance:** For a student with a profoundly deficient attendance record, I will presumptively request of the Office of the Dean that the student be administratively

¹ See <http://law.und.edu/students/policy-manual/general-rules.cfm>.

withdrawn. Alternatively, I may award a failing grade. For these purposes, I will presumptively regard as profoundly deficient attendance eight or more absences. Recall that partial absences (i.e., late arrivals, early departures) will count as half an absence and may, in my discretion, be construed to constitute a whole absence. If you are approaching a total of eight instances of whole or partial absences, I encourage you to consult with me to determine whether some or all of your partial absences will count as whole absences. It is your responsibility to keep track of your own absences, including with regard to the presumptive administrative withdrawal or failing grade. Do not expect to get independent notice that you are approaching the threshold for failing or being administrative withdrawn. This syllabus provision is your notice.

(e) **Special Extenuating Circumstances:** In consultation with the Dean or the Assistant Dean for Student Life, I may take account of special extenuating circumstances in deciding whether to drop a grade, award a failing grade, or request administrative withdrawal. Special extenuating circumstances can include weather emergencies, personal illness, illness of a close family member, bereavement, etc. Extracurricular activities, job interviews, court appearances, or the like can be considered in this vein as well.

Notwithstanding the foregoing, it is expected that almost all students will be able to keep absences within the numerical thresholds identified above – including absences caused by illness, floods, job interviews, etc. Giving students special dispensation on the issue of attendance will only be done if appropriate under the totality of the circumstances. As an example, suppose a student was absent from class six times because the student preferred to watch television; then, at the end of the semester, the student is absent twice because of an out-of-town job interview. Administrative withdrawal would be appropriate. If the student had been generally conscientious about attendance from the beginning, the student would not have created any issue with the two absences for the job interview.

Note that you should not feel compelled to discuss with me reasons for absences or extenuating circumstances if your attendance is not approaching a seriously deficient level.

9-3. Attendance Record: To avoid being distracted in class by constantly noting things like late arrivals and early departures, I will be requiring students to log their own attendance. Thus, it is of paramount importance that you deal with all attendance issues with utmost honesty, integrity, and care. Inaccuracies in marking the attendance log will presumptively be referred to the Honor Board and/or may result in a lowered grade.

(a) **Means of Taking Attendance:** Attendance will usually be taken by means of an “attendance log,” a sheet comprising a grid with boxes to initial for individual days. On any given day, attendance may alternatively be taken by roll call, by reference to the seating chart, or by some other method.

(b) **Initialing to Indicate Attendance:** When the attendance log comes around to you, initial in the box at the intersection of your row and the column for the instant date. (“Instant date” means the current date as you are looking at the log.) Indicating your attendance this way is your responsibility. If the attendance log does not come around to you, then it is your responsibility to make sure you are marked as

having attended – simply come up to me immediately after class ask to initial the log. If you omit to initial the log during class or immediately afterward and before I leave the room, you will be counted as absent.

This is very important: You may only initial your box for the instant date. You may not mark the sheet on behalf of another person, even if that person is in attendance, and you may not permit another person to mark the sheet on your behalf. You may not make any mark indicating your attendance for any other date other than the instant date, even if you were or will be in attendance on that date.

(c) **Self-Reporting of On-Time Arrivals on Log:** If you arrived to class on time, then completely fill-in the circle in the right-hand side of the box for the instant date. If you arrive late to class yet early enough to sign the attendance log when it comes around to you, then you must not indicate on-time attendance by filling in the circle.

(d) Initialing the log to indicate your attendance signifies that you will be in attendance during the entire duration of the class session for the day. If you need to depart class early and not return, then you must either make a note of that on the attendance log, or you must inform me by e-mail, either before class or as soon as possible afterward. If you know ahead of time that you will be arriving late or departing early, I recommend that you let me know with an e-mail to eric.e.johnson@law.und.edu. Please use the subject line “Torts late arrival” or “Torts early departure.”

10. EXAMINATION:

10-1. Communications and Anonymity:

(a) **Ex Parte Communications:** I will not discuss the exam on an *ex parte* basis. (See §7-2.)

(b) **Anonymity:** Each exam will be “blind graded,” so that I will not know the identity of the student as I am grading her or his exam. You may not waive anonymity. Self-identification on the exam or otherwise culpably compromising anonymity will presumptively result in a deduction from your exam grade and a referral for disciplinary action.

10-2. The examination will be administered in two parts.

(a) Part I: Multiple Choice Questions

(1) Part I of the exam, worth approximately one-third of the total exam grade, will consist of multiple-choice questions administered on a closed-book basis. The questions will include, but may not be limited to, bar-exam-style hypotheticals testing the application of law to facts, as well as questions that test literacy of pure law (e.g., legal doctrines and statutes) and understanding of relevant concepts of legal theory and scholarship.

(2) Part I will be one hour in duration.

(3) All multiple-choice questions are written by me. None of the questions used on the exam will be questions that have been previously released.

(4) At least some of the multiple-choice questions will be new for this semester.

(5) Some of the multiple-choice questions may be questions that have been used by me in a previous semester, but which have remained unreleased.

(6) A word about the re-use of multiple-choice questions: Re-use of multiple-choice questions is standard in higher education, and the practice permits better exam quality and better calibration of the results. There is a downside, of course, which is the possibility that questions will be leaked to some students. I take appropriate steps to prevent the dissemination of unreleased questions. But bear in mind that the security of multiple-choice questions is not just a matter of faculty and staff responsibility; it is a matter of student responsibility as well. If you are aware that detailed information about or copies of unreleased questions are circulating, please let me know. Informing me will allow me to (1) refrain from using the compromised questions on the exam, and (2) release those questions to the public exam archive so that everyone can study from them.

(7) Be aware that the use of unreleased exam materials – whether photocopied, roughly transcribed, or otherwise – as part of your preparation for the exam constitutes academic dishonesty. Moreover (not to put too fine a point on it) reproducing or trafficking in unreleased questions is civilly actionable. If you find, receive, or are offered unreleased questions, be responsible and act promptly to ameliorate academic unfairness by letting me know; I will pursue no action against you in this regard if you make timely notice to me, which may be made anonymously, specifically identifying the materials, preferably by submission of a copy. The notice is timely if (i) it is near the beginning of the semester, (ii) it is reasonably soon after you come into possession of the materials and there is enough time to prevent such questions from being used on the exam and to release them to the class for their meaningful use in studying, or (iii) it is immediately upon coming into possession of the materials.

(b) **Part II: Essay Response**

(1) Part II of the exam, worth approximately two-thirds of the total exam grade, will require written answers. This part of the exam will consist of one or more open-ended questions calling for written essay responses to one or more hypothetical fact patterns. In addition, the exam may include directed response or “short answer” questions.

(2) I will write Part II such that it should be answerable in less than two hours. Nonetheless, you will have three hours in which to answer Part II.

(3) You will have the choice of typing or handwriting your response to Part II. The typing of exams will be in accordance with the School’s policy for the use of computers to write exams.

(4) Part II will be administered on an open-book basis. You may bring with you any notes and books you like. No electronic or interactive resources (such as a tablet computer, smart phone, etc.) may be used or referenced. You may, of course, use a laptop to write your exam, but you may not reference files stored thereon during the examination session.

(5) Be assured that I will not use any questions for Part II that have been used on any prior exam.

10-3. My old exams in Torts should be quite useful to you in studying for and thinking about this semester's exam. You will find them in my Exam Archive, which is publicly accessible online. You will find a link on ericejohnson.com (or use the direct URL: http://ericejohnson.com/exam_archive/). Later in the semester I will have more to say about the exam and how I recommend preparing.

11. SAFE AND WELCOMING EDUCATIONAL ENVIRONMENT; ISSUES OF DISCRIMINATION, ACCOMMODATION, AND ACCESS: As members of the School of Law community, each of us has the obligation to work toward an environment where all students are given the fullest possible opportunity to flourish. You should know that UND has a number of policies and programs that are part of its commitment to providing a safe and welcoming educational environment for all. These include provisions regarding discrimination, access, and accommodation.

11-1. The office of the Provost has encouraged the inclusion of the following in course syllabi:²

The information found here includes UND's Notice of Nondiscrimination; Disability Access Statement; Reporting Sexual Violence; and Faculty Reporting Obligations Regarding Sexual Violence. Also included is information on the UND Cares Program, as well as how to seek help when in distress, and how to recognize when students are in distress.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu or go to <http://und.edu/affirmative-action/title-ix/>

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as

² See http://und.edu/provost/_files/docs/syllabi-statements-fall-2015.pdf. Note that a portion of the Provost office's language regarding disability access has been omitted, as it conflicts with School of Law policy.

part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.

UND Cares Program

The UND Cares program (<http://und.edu/und-cares/>) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle.

You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/und-cares/>

How to Recognize When a Student is in Distress

The term “distressed” can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

11-2. Additional Information Regarding Faculty Reporting Obligations: All faculty are subject to the mandatory obligation to report all incidents of sex-based discrimination, harassment, violence, or other misconduct to the University's Title IX

Coordinator or a Deputy Coordinator as soon as possible, including the names of the people involved (to the extent known), and the details of incident – including what happened when and where.

11-3. Students with Special Needs and Disabilities: If you have a disability and plan to request a disability accommodation, you should schedule an appointment to discuss the issue with the School of Law’s Assistant Dean for Student Life, who may then refer you, as appropriate, to UND’s Disability Services for Students office. Disability accommodations are generally kept confidential from instructors. If you have medical information to share with me in advance of and in case of any prospective emergency, or if you need special arrangements in case the building must be evacuated, please e-mail me or make an appointment with me to discuss.

12. REVISIONS TO THIS SYLLABUS: This syllabus may be amended or revised, and if it is, the most recent syllabus will be posted to the class website.

13. COURSE ORGANIZATION: The planned organization of the Torts I course is below. The structure is subject to minor adjustment.

PART I: Preliminaries

- Module 1:** Welcome
- Module 2:** The Place of Torts and a Model Tort
- Module 3:** Overview of Negligence, Health Care Liability, and Intentional Torts
- Module 4:** Procedural Context for Torts
- Module 5:** Example of a Tort Lawsuit

PART II: The Prima Facie Case for Negligence

SUBPART A: The Duty Element

- Module 6:** Foreseeability
- Module 7:** The Duty of Care and Criminal Acts
- Module 8:** Affirmative Duties

SUBPART B: The Breach Element

- Module 9:** Determining Breach, in General
- Module 10:** The Reasonable Person Standard of Care
- Module 11:** Accounting for Differences Among People
- Module 12:** Negligence Per Se
- Module 13:** The Role of Custom or Standard Practices
- Module 14:** The Negligence Calculus
- Module 15:** Res Ipsa Loquitor
- Module 16:** Special Rules for Land Owners and Occupiers

SUBPART C: The Actual-Causation Element

- Module 17:** Basics
- Module 18:** Proof and Preponderance
- Special Module A:** *Ethics/Professionalism Assignment: Opposing Counsel*
- Module 19:** Multiplicity

SUBPART D: The Proximate-Causation Element

- Module 20:** Basics
- Module 21:** Various Tests for Proximate Causation

SUBPART E: The Damages Element

- Module 22:** Existence of an Injury

PART III: Affirmative Defenses to Negligence

- Module 23:** Plaintiff's Negligence (Contributory and Comparative)
- Module 24:** Assumption of Risk

Special Module B: *Writing Assignment: Express Assumption of Risk*

PART IV: Liability Relating to Medical Care

- Module 25:** Basics
- Module 26:** Medical Malpractice / Professional Negligence
- Module 27:** Medical Battery
- Module 28:** Informed Consent
- Module 29:** ERISA Pre-Emption

PART V: Intentional Torts

- Module 30:** Introduction to Intentional Torts
- Module 31:** Battery and Assault
- Module 32:** False Imprisonment
- Module 33:** Intentional Infliction of Emotional Distress (Outrage)
- Module 34:** Trespass to Chattels and Conversion
- Module 35:** Trespass to Land
- Module 36:** Defenses

14. FEEDBACK: If you have feedback for me – suggestions, ideas, commendations, or criticisms – please do not hesitate to tell me in person or by e-mail. If sending something to me anonymously would make you feel more comfortable, then I invite you to do just that.

I hope you enjoy the course!

– EEJ

© 2015 Eric E. Johnson. Konomark – Most rights sharable. Instructors wishing to use this or other course content without charge should feel free to ask. If it's helpful, I can send you a .doc version. Note that this syllabus incorporates material from other sources, including some material from other authors, in some cases verbatim or nearly verbatim, without specific notation.