SOUTHERN ILLINOIS UNIVERSITY
LAW SCHOOL
CIVIL PROCEDURE II
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Professor Angela Upchurch
Office: 246
Email: aupchurch@siu.edu
Phone: (618) 536-8314

SYLLABUS

COURSE DESCRIPTION:

This semester you will learn and master core concepts of civil procedure, including claim and party joinder, jurisdiction, preclusion and the *Erie* doctrine. You will also develop competency in several key fundamental legal skills, including the reading and analysis of rules, statutory interpretation and Constitutional analysis.

STUDENT LEARNING OUTCOMES:

As a student in this class, you should expect to achieve the following learning outcomes throughout the semester:

- Using a relevant fact pattern, students will be able to identify legal issues related to the claim and party joinder rules of the Federal Rules of Civil Procedure (FRCP), making critical and effective arguments regarding the application of these rules to the fact pattern and determining the proper resolution of the identified legal issues.
- Using a relevant fact pattern, students will be able to identify legal issues related to the jurisdictional limitations of federal court. Students will be able to make critical and effective arguments regarding the application of these jurisdictional principles to the fact pattern, and they will determine the proper resolution of the identified legal issues. Students will be able to confidently predict whether a case is filed in a court with proper jurisdiction over the dispute and parties.
- Students will be able to articulate the distinctions between the jurisdictional limitations of federal court and state court.
- Using a relevant fact pattern, students will be able to identify legal issues related to the federal venue statutes, making critical and effective arguments regarding the application of these statutes and determining the proper resolution of the identified legal issues.
- Students will be able to identify Choice of Forum (Forum Selection) and Choice of Law provisions in private agreements. They will be able to make critical arguments regarding the impact of such agreements on the court’s jurisdiction in a given fact pattern and predict their enforceability.
- Using a relevant fact pattern, students will be able to identify legal issues related to notice and the federal service of process rules, making critical and effective arguments regarding the application of Constitutional principles and the federal service rules and determining the proper resolution of the identified legal issues.
- Using a relevant fact pattern, students will be able to identify legal issues related to claim and issue preclusion, making critical and effective arguments regarding the application of
preclusion doctrines and determining the proper resolution of the identified legal issues.

- Using a relevant fact pattern, students will be able to identify legal issues related to the *Erie* doctrine, making critical and effective arguments regarding the application of the *Erie* doctrine and determining the proper resolution of the identified legal issues.

**REQUIRED TEXTS:**


- *Civil Procedure: An Interactive Guide* by Upchurch, Gilles & Ho (forthcoming Carolina Press). This interactive guide is not yet published, so I will be using a series of worksheets/exercises that I will post on TWEN. (For you it’s free, but I will be seeking your feedback throughout the class!). When published this book will be entirely online and will be interactive. This year, I have included the questions on class handouts that can be accessed from the “Course Materials” link on TWEN. Additionally, I have uploaded the questions with explanations on TWEN in the “Assignment and Quiz Dropbox.” By taking the quiz questions on TWEN while you are studying, you will receive instant feedback on your performance. **Because this material is copyrighted, you may not distribute any of it to any other person without my written permission.**

- You will need a *copy of the Federal Rules of Civil Procedure* (hereinafter *Rules*) which contains a *copy of the Federal Jurisdiction Statutes* (28 U.S.C. xxxx). I don’t require that you purchase any particular version (and there are free online versions that you can access at [http://www.law.cornell.edu/rules/frcp](http://www.law.cornell.edu/rules/frcp) and the FRCP Apps are available for Apple or Android devices). **However, you MUST have a copy of the Rules and Federal Jurisdiction Statutes** (either in hard copy or electronic) **at all times in the classroom** -- the “internet is down” or “I forgot my laptop” are not acceptable excuses. Make sure that whatever version of the Rules you use, that they include amendments that went into effect on December 1, 2015.

**CLASS ATTENDANCE:**

**Active class participation is essential to success in this course.** As such, attendance is mandatory and you may miss no more than four (4) classes during the semester. An absence may be excused (or made up through a separate assignment) only in extraordinary situations, which will be addressed at my sole discretion on a case-by-case basis. I would advise that you not use up all of your absences early in the semester. Those exceeding the maximum number of absences will be subject to the ramifications described in the Law School’s attendance policy. See School of Law Rules III.5 (f)-(g).

An attendance sheet will be distributed at the beginning of each class. Please sign the attendance sheet acknowledging that you (1) are present, (2) are prepared to participate in the class discussion, and (3) have completed any assigned quiz or exercise. If you are late for class, you may not sign the attendance sheet and you will be counted as absent. You may, however, still come to class provided that you do not cause an interruption. You may not sign for anyone but yourself.

**COURSE WORK LOAD:**

In this class you will be learning new substance and mastering new skills, such as statutory interpretation, Constitutional analysis, and Rule reading and analysis. Statutes and rules are structured
differently than cases. Moreover, students often find Constitutional cases on jurisdictional concepts difficult to read. These skills, however, are essential to the practice of law.

Because you are working on both goals, you should expect to devote a significant amount of time to this course this semester. When you first started law school and were beginning to develop the skill of reading cases, your class preparation took you more time and attention. The same thing will happen in this course — in many ways you are starting from the beginning again.

- **Set aside a regular time to spend studying Civil Procedure.** Plan to dedicate the majority of your preparation time to completing the worksheets for this class and TWEN quizzes. These worksheets need to be completed far enough in advance of class so that you will be able to apply your understanding to the class hypotheticals.
- **Come to class ready to apply the rules, statutes and jurisdictional concepts assigned for the day.** The worksheets are designed to provide you with a basic working knowledge of the assigned materials. We will use our class time to see how the Rules, statutes and jurisdictional principles operate in simulations that mimic real-world litigation.
- **Expect to work with others.** In legal practice, you will work in groups in a variety of settings. You will be working in a group in class this semester during in-class activities and on some out-of-class projects related to a mock lawsuit. Develop a relationship with the members of your class group and work with each other to prepare for class. We will be working on developing good group dynamics throughout the course.
- **Seek out help early on.** I am always available to meet with you. If you find that you are not getting the questions on the worksheets correct or that you are having difficulty reading, interpreting, or applying the course materials, please come see me.

You might be interested to know that the ABA standards incorporate out of class work in the calculation of credit hours. Under the ABA standards, **you should expect to spend 150 minutes per week in class (2.5 hours), plus (a minimum of) six hours of study a week, for a total of 8.5 hours per week.**

**PROFESOR AND STUDENT EXPECTATIONS:**

As a law student, I expect that you will treat your time spent in class and preparing for class as a professional. You can expect the same from me. While the following list is not exhaustive, these guidelines will assist in the creation of a comfortable and productive learning environment throughout the semester.

You can expect me:

- To start and end class on time.
- To reply to e-mails within 24 hours on weekdays and 48 hours on weekends.
- To be available during my posted office hours (and to provide alternative office hours should any require rescheduling).
- To assign out of class work that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for a 3 credit course.
- To give an exam that accurately reflects the material covered in class and assigned in our readings.
I can expect you:

- To come to every class and to be on time.
- To be attentive and engaged in class.
- To refrain from using laptops, cell phones and other electronic devices during class for anything other than class work.
- To spend an adequate amount of time on the assigned readings for each week, making an effort to understand the legal principles covered, and carefully completing class worksheets and quizzes.
- To seek help when appropriate.

CLASS PREPARATION:

A. Reading Assignments

The assignments for class will be regularly posted on TWEN in the form of Worksheets. As discussed above, each student must complete any worksheet posted on TWEN, including reading the assigned Erichson text, and all assigned Rules, statutes and Supreme Court cases. It is insufficient to “skim” over these materials as they are very important to this course. If a student is not prepared to discuss the assignment when called upon, I may mark the student as absent.

B. Class Preparation Assignments

1. Quizzes

Most assignments will have a quiz (or quizzes) that you must complete individually on TWEN (in the Assignment and Quiz Dropbox tab on the left) at least one hour prior to the start of class. These quizzes are designed to be interactive teaching tools and to provide you with formative assessment. This means, you should work through the quiz while you are still learning about the concept. You should expect to use the explanation to each quiz question to check your understanding and to revisit the material with new insights. These questions are not summative, meaning you should not wait until you have finished the worksheet to visit the TWEN explanations for the first time.

At the end of a unit, I will release additional TWEN quizzes as optional review questions. These are summative and are designed to test whether you have mastered the material from class.

As with all of the preparation tasks, you may work on the worksheets and TWEN quizzes in a group, discussing the questions and possible answers. Each student must decide on and submit his or her own answers to the quiz questions on TWEN using the student’s NAME.

Because the quizzes are designed to help you work through the material at the earliest phases of your learning, the TWEN page will record your last answer. In other words, you can take and retake the quiz questions as much as you would like to. I will use the results for the quizzes to tailor our class discussion. If you initially get a question wrong, but understand it after reading the explanation, simply go in and select the correct answer. If you are still confused after reading an explanation, simply leave the answer you originally selected. To
make sure that we make the most of our class time, all quizzes must be submitted at least one hour prior to the start of the class for which the material is assigned.

Finally, you can print off OR save the TWEN quiz and explanations as a PDF for use in class or when you are constructing your class outline.

2. **Parson v. Deckler Mock Lawsuit:**

This semester, we will be working with a mock lawsuit: *Parson v. Deckler*. The lawsuit arises from a collision in New York City between plaintiff Chris Parson and defendant Fred Deckler. The lawsuit will give you an opportunity to learn to apply the concepts we learn in class. You should anticipate some in-class assignments in the context of the mock lawsuit. These assignments will be completed and submitted as a group. A summary of the key facts associated with the mock lawsuit are posted on TWEN.

3. **Writing Across the Curriculum Assignments:**

You should anticipate some Writing Across the Curriculum assignments that will reinforce your understanding of the course material. **While these assignments are ungraded, you must complete each assignment in a timely and professional manner to receive credit for this course.** You will be required to re-write any assignment that does not meet a minimum level of competency. Further details regarding the writing exercises will be provided later in the semester.

**REQUIRED CLASS TECHNOLOGY:**

**TWEN**

To supplement class, I will be using TWEN, a web-based platform hosted by Westlaw. This syllabus is posted on TWEN. Moreover, I will use TWEN to post other class materials. In addition to these posted materials, there is a Continuing Class Discussion page where you can post questions at any hour of the day (or night) and where others, including myself, can respond. **You must sign-up for the class TWEN page by the start of class. You are responsible for familiarizing yourself with the information posted and discussed on TWEN prior to the examination. Additionally, the worksheet quizzes and class assignments related to the mock lawsuit must be completed through TWEN.**

You must register on TWEN to be able to access it, using your Westlaw password. To do so, go to: [http://lawschool.westlaw.com](http://lawschool.westlaw.com). At the top of the page, there should be a blue bar, with “TWEN” as one of the options you can click on: click on TWEN. There should be further directions that can guide you through registration process. When you register, be sure to use whatever e-mail address you wish to be contacted at (you do not need to use your Southern Illinois University Law School account) because this is the address that I will use for any announcements.

**Class online videos**

To assist you in your class preparation and to enhance your learning, I will be posting supplemental online videos for a few of our assignments. These videos will be available through TWEN; they are
created by me or my casebook co-authors. They are designed to provide you with some additional assistance on either the substance in the reading assignment or on law school study skills.

**GRADING:**
The course will be graded as follows:
- 85% of your grade will be based on a **closed-book final examination** at the end of the term;
- 15% of your grade will be based on a **class participation grade**.

**A. Examination**

The final exam is a **closed-book examination**. It will take place on **Thursday, December 15th at 1:15pm**. You will not be permitted to bring in any material (i.e., you will NOT be permitted to bring in a copy of the Rules or Statutes used in class), and no outside materials will be provided for your reference. This replicates the bar exam.

**B. Class Participation Grade**

The class participation grade will be based on your performance on **class preparation assignments described under “Class Preparation B. 1 and 2.”** I will provide periodic assessment of the submitted assignments, quizzes and activities. **You will be assessed on whether your assignments were completed in a timely and professional manner, not on the number of correct answers to the quiz questions.** If you cannot complete an assignment in a timely manner due to an emergency or personal crisis, you must let me know about it, at the latest, within the 48 hours of the assignment deadline. I may be willing to allow late completion of an assignment, but only on a timely and valid explanation. Please email me with the subject stated as, “Explanation of failure to timely complete assignment X.”

If you have any questions or concerns about your assessments, please feel free to contact me.

**OFFICE HOURS:**

My scheduled office hours are on Mondays from 3-4pm and Fridays from 10:30-11:30am (unless there is a scheduling conflict). Feel free to stop by my office at any time; however, the hour before class is generally not the best time to reach me. I am also available by email, phone and for meeting by appointment. Also, you should always feel free to post any question you might have on TWEN.

**DISABILITY ACCOMMODATION POLICY:**

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/). Upon completion of a Disability Accommodation Agreement with DSS, students should bring the agreement to the School of Law Registrar’s Office to ensure the School of Law provides the proper classroom and examination accommodations.

**SALUKI CARES:**

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of
care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html. At the School of Law, Assistant Dean Judi Ray is also available to help students access university resources. Her email is judiray@siu.edu, and her phone number is 618-453-3135.

NOTICE OF RECORDING POLICIES:

For the benefit of students who are unable to attend a particular class due to an unavoidable circumstance, and for students who wish to review a particular class to better facilitate learning objectives, class sessions will be audio recorded by Professor Upchurch and made available through a link on the class TWEN page. The audio recorder will be kept at the front of the room at Professor Upchurch’s podium. Because of the possibility of a technical malfunction, Professor Upchurch cannot guarantee the successful recording of every class. Students are free to record class lectures for their own purposes, but are not permitted to distribute that recording to other individuals inside or outside of class.

EMERGENCY PROCEDURES:

Southern Illinois University-Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

FIRST ASSIGNMENT:

The first assignment is available on the course TWEN page. Please sign up for the TWEN page at your earliest convenience.