From the Curriculum Committee
Changes to course outlines including those to student learning outcomes are channeled through the Curriculum Committee in an effort to centralize this documentation and to efficiently notify stakeholders of actions required.

(for informational purposes – requiring NO VOTE

1 Course Number: LEG 130 Course Name: Civil Litigation I

2 Specify the revision of student learning outcomes, showing “before” and “after”:

<table>
<thead>
<tr>
<th>CURRENT SLOs</th>
<th>NEW / REVISED SLOs</th>
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<tbody>
<tr>
<td>The student will be able to:</td>
<td>The student will be able to:</td>
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</table>
| 1) Define a tort and distinguish between negligence, intentional and strict liability torts and other legal actions. 2) Prepare a draft tort complaint based on various different causes of action and liability. 3) Prepare a draft Answer to various tort complaints. 4) Prepare draft interrogatories in various types of tort actions. | - **Course Competency One:** Students can explain the foundations and principles of civil litigation and tort actions within the United States legal process.  
- **Course Competency Two:** Students can identify and apply the legal doctrine of special tort and liability actions including malpractice and strict liability theory.  
- **Course Competency Three:** Students can explain the elements of intentional torts, including but not limited to: assault, battery, false imprisonment, character defamation torts, trespass and conversion.  
- **Course Competency Four:** Students can explain the theory, elements and defenses to negligence.  
- **Course Competency Five:** From the perspective of the paralegal's role, students effectively navigate a hypothetical client case or client issue |
Provide rationale for the new or revised SLOs:

This outline was not revised recently, and therefore needed current Student Learning Outcomes and Course Competencies.

Note: If the revision to course Student Learning Outcomes reflects significant revision to course content, the full Course Revision (Course Proposal) document must be completed.

3 □ SLO revisions reviewed by the Dean of Institutional Effectiveness or Director of Assessment

Note: SLOs are reviewed by the Office of Institutional Effectiveness to ensure that the new / revised outcomes are measurable, appropriate in number (3 to 5 outcomes) and focused on what students will be able to demonstrate by the end of the course.

Approved (Signature and Date):

Division Dean:

Curriculum Committee Chair ______________________ Vice President of Academic Affairs ______________________

4 Division Dean (keeper of original document) distributes to:

President, VP Academic Affairs, Publications, Institutional Effectiveness, Curriculum Committee Chair, Department Chair, Initiator
Course Number  
LEG 130

Course Title  
Civil Litigation I

Credits  
3

Hours:  
Lecture/Lab/Other  
3 Lecture, 0 lab

Pre-requisite Course  
none

Implementation  
sem/year  
Fall 2018

Catalog description (as it appears in 2014-2015 edition):

Study of the law of torts designed to acquaint the paralegal with the various forms of tort actions encountered in the law office 3 lecture hours

Is course New, Revised, or Modified? [Modified courses are those which have a new prefix or course number] No

Required texts/other materials:

Required Textbook:
Tort Law for Paralegals, Fifth Edition
Publisher: Wolters Kluwer/Aspen
Author: Neal R. Bevans

Revision date:  
September 2018

Course coordinator: (Name, telephone number, email address)
Erin Rybicki, JD, M.Ed.
(609) 570-3649
tybickie@mccc.edu
**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

**Supplemental Materials:**
This course is offered on campus only. Therefore, the professor will provide materials to students as needed during class sessions, including PowerPoints, notes or links to online court resources.

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
N/A

**Course Competencies/Goals:**

The student will be able to:

- **Course Competency One:** Students can explain the foundations and principles of civil litigation and tort actions within the United States legal process.
- **Course Competency Two:** Students can identify and apply the legal doctrine of special tort and liability actions including malpractice and strict liability theory.
- **Course Competency Three:** Students can explain the elements of intentional torts, including but not limited to: assault, battery, false imprisonment, character defamation, torts, trespass and conversion.
- **Course Competency Four:** Students can explain the theory, elements and defenses to negligence.
- **Course Competency Five:** From the perspective of the paralegal's role, students effectively navigate a hypothetical client case or client issue

**Units of study in detail**
**Unit I  Understanding Tort Law: Basis of Civil Litigation**

**Learning Objectives**

The student will be able to...

- Discuss the United States legal system, sources of law, distribution of powers and how these concepts relate to the work of the paralegal. (CG 1)
- Explain the essential differences between criminal and tort law, including the sources, penalties and significant parallel concepts. (CG 1)
- Define the essential tort law terminology. (CG 1)
- Recognize the philosophical principles and arguments underpinning tort law. (CG 1)
- Explain the role of the judicial system within the three branches of government (CG 1)
- Explain the structure of the federal and state court systems. (CG 1)
• Describe the initiation of a complaint and a response to that complaint. (CG 1, 5)
• Describe the paralegal’s role in civil litigation during the discovery process, as it applies to tort law and negligence cases. (CG 1)
• Explain essential principles for the preparation for negligence and tort cases at trial. (CG 1)
• Identify torts and negligence in the news and emerging cases, and to communicate the appropriate principles of law presented in the news article/case. (CG 1)

Unit II Understanding the Intentional Torts
Learning Objectives
The student will be able to...
• Discuss the principles of intentional torts. (CG 3)
• Define the elements for all major intentional torts, including assault, battery, false imprisonment, character defamation torts, trespass and conversion. (CG 3)
• Define the elements of special intentional tort actions such as nuisance. (CG 3)
• Explain the defenses to intentional torts, and the circumstances wherein the defenses will apply to particular torts. (CG 3)
• Draft a case brief for a landmark case of significant historical value. (CG 3)
• Analyze hypothetical tort law scenarios and apply tort law principles to the issues presented. (CG 3, 5)
• Recognize those circumstances in which it is appropriate and ethical to raise the defenses of consent or necessity. (CG 3)
• Recognize when force can be ethically and lawfully used to defend self, others, property, to regain possession of chattels, or to re-enter land. (CG 3)

Unit III Understanding the Law of Negligence
The student will be able to...
• Discuss the principles of negligence. (CG 4)
• Explain the defenses to negligence and the circumstances when defenses may apply. (CG 4)
• Analyze hypothetical negligence scenarios and provide meaningful analysis of the correct application of negligence principles. (CG 4)
• Explain the principles and basis of medical malpractice cases. (CG 4)
• Explain the ethical duties of the attorney and paralegal when handling tort law cases, specifically medical malpractice cases (CG 4, 5)
• Navigate a negligence case by producing documents or related tasks. (CG 5)

Unit IV Special Actions and Concepts in Negligence & Tort Law
• Explain the elements and application of strict liability. (CG 2,4)
• Understand the ethical implications of vicarious liability, in a variety of applications. (CG 2,4)
• Explain the elements and examples and ethical implications of vicarious liability, and analyze vicarious liability in hypothetical scenarios. (CG 2,5)
• Identify the circumstances in which an employer may be vicariously liable for the acts of an employee or an independent contractor. (CG 2,5)
• Distinguish between an employer-employee relationship and an employer-independent contractor relationship. (CG 2)
- Identify the exceptions to the bailor non-liability rule as applied to the owners of automobiles. (CG 2)
- Recognize situations in which contributory negligence is imputed. (CG 2, 4)
- Identify the circumstances in which parents are vicariously liable for the acts of their children. (CG 2)
- Explain the concepts of recklessness and intentional acts, and how these differ from negligence actions. (CG 2)
- Explain and apply the concepts of Product Liability. (CG 2)
- Understand the concept of Joint Liability and identify those situations in which tortfeasors are jointly and severally liable for their acts. (CG 2)
- Discuss the ethical responsibilities and implications for special cases which may include: cases where in a minor is the client, cases wherein the client lacks mental capacity and special defense cases. (CG 2)
- Apply the concepts of contribution, satisfaction, and indemnification. (CG 2)
- Distinguish between releases and covenants not to use. (CG 2)
- Recognize the problems associated with releases in light of contribution. (CG 2)

**Evaluation of student learning:**
(subject to change)

Presentations, with PowerPoints and public speaking components: At the faculty member's discretion topics are assigned to include negligence and intentional torts in the news.

Case brief or case analysis for a case of historical significance/landmark case: Students learn practical paralegal skills by drafting case briefs and demonstrating ability to analyze case law.

Tests: Tests cover all course level SLOs through multiple choice and essay questions.

**Course-specific Institutional Learning Goals (ILGs)/General Education Goals.**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.
**Students with Disabilities**

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's office is LB221, and she can be reached at (609) 570-3525.

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

**Academic Integrity**

As per the student handbook, “A student will be guilty of violating academic integrity if he/she (a) knowingly represents the work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of academic work, or (c) gives fraudulent assistance to another student.” Students should read the Academic Integrity policy in the MCCC Rights and Responsibilities Student Handbook. Academic Dishonesty will result in failure of this course.

**Equal Opportunity Policy**

Mercer County Community College is committed to equal opportunity and affirmative action. Discrimination on the basis of race, creed, color, national origin, ancestry, age, gender, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, nationality, political views, religion, disability unrelated to job or program requirements or any other characteristic protected by law is prohibited. Questions regarding the equal opportunity policy and compliance statement may be directed to the Affirmative Action Officer, West Windsor Campus, (609) 586-4800, ext. 3270.