From: Erin Rybicki, program coordinator  < INITIATOR  
Date: 08/03/2018

(for informational purposes – requiring NO VOTE)

1  Course Number: LEG 132  Course Name: Civil Litigation II

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

<table>
<thead>
<tr>
<th>CURRENT SLOs</th>
<th>NEW / REVISED SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>The student will be able to:</td>
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</tbody>
</table>
| None | • Course Competency One: Students can explain the process of civil litigation, from pre-trial preparation to post-litigation appeals.  
• Course Competency Two: Students can effectively analyze hypothetical scenarios to assess the correct responsibilities and appropriate actions for a paralegal.  
• Course Competency Three: Students can draft litigation documents including: client correspondence, a complaint (on behalf of plaintiff,) an answer (on behalf of defendant,) and a CIRAC/IRAC memo.  
• Course Competency Four: Students can independently communicate the role of New Jersey courts and federal courts, and students can explain the progress of a civil case through the court system.  
• Course Competency Five: Students can articulate the paralegal’s role in each phase of the civil litigation process.  
• Course Competency Six: Students can explain the ethical obligations of the paralegal in various civil litigation tasks, per the ABA Model Rules and NFPA/NALA rules. |

(if appropriate) Provide rationale for the new or revised SLOs:

This outline was not revised in the past five years and therefore needs 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

Dec 2015
COURSE OUTLINE

Course Number: LEG 132
Course Title: Civil Litigation II
Credits: 3

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

Pre-requisite Course:
ENG 101

Implementation:
sem/year
Fall 2018

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

Eligibility is determined by the Paralegal Program Coordinator and is generally limited to students in their final semester prior to graduation. Students work in an online New Jersey law office simulation under the direction of the attorney faculty member. Students are graded on their ability to apply learning in practical situations by completing legal documents, pleading, correspondence, file management tasks and practical paralegal assignments.

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:
Fundamentals of Litigation for Paralegals, Fifth Edition
ISBN: 978-1-
Publisher: Wolters Kluwer/Aspen
Author: Marlene Maerowitz

Revision date: September 2018

Course coordinator: (Name, telephone number, email address)
Erin Rybicki, JD, M.Ed.
(609) 570-3649
rybickie@mccc.edu

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
**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. Students will use the following no-cost supplementary resources as a foundation of the course:
- NJ Courts Online State Government Website: https://www.judiciary.state.nj.us/courts/

**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:** [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain..., demonstrate..., analyze...) that reflect lower-order and higher-order learning goals.]

**The student will be able to:**

- **Course Competency One:** Students can explain the process of civil litigation, from pre-trial preparation to post-litigation appeals.
- **Course Competency Two:** Students can effectively analyze hypothetical scenarios to assess the correct responsibilities and appropriate actions for a paralegal.
- **Course Competency Three:** Students can draft litigation documents for attorney review which may include: client correspondence, a complaint (on behalf of plaintiff,), an answer (on behalf of defendant,) and a CIRAC/IRAC memo.
- **Course Competency Four:** Students can communicate the role of each of the levels of New Jersey courts and federal courts, and students can explain the general process of a civil case through the court system.
- **Course Competency Five:** Students can articulate the paralegal's role in each phase of the civil litigation process.
- **Course Competency Six:** Students can explain the ethical obligations of the paralegal in various civil litigation tasks, per the ABA Model Rules and NFPA/NALA rules.
Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I Understanding the court systems and basis for a civil lawsuit

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 a criminal case and civil litigation, including the sources, penalties and significant parallel concepts. (CG 1)
- Define the essential litigation terminology, including medical terminology for personal injury lawsuits. (CG 1)
- Define and explain the role of each court in the New Jersey State Court System. (CG 4)
- Define and explain the role of each court in the Federal Court System. (CG 4)
- Explain the role of the judicial system within the three branches of government (CG 4)
- Explain the general rules for jurisdiction, standing and ripeness. (CG 4)

Unit II Understanding the Civil Litigation process

Learning Objectives
The student will be able to...
- Students will be able to explain the pre-trial preparation process, and the paralegal’s role during this phase. (CG 1, 2)
- Students will be able to explain the process of drafting and filing a complaint, including court deadlines and Statutes of Limitation. (CG 1, 2)
- Students will be able to explain the reasons for and process of obtaining releases for a client’s medical and related files. (CG 1, 2)
- Students will be able to describe the trial process, including each stage of a trial. (CG 1)
- Students will be able to describe the general purpose and process for filing an appeal, and when an appeal is permitted. (CG 1)
- Students will be able to describe the process of an attorney negotiating a settlement. (CG 1)
• Students will be able to define the various types of Alternative Dispute Resolution, including mediation and arbitration. (CG 1)
• Students understand the basics of the Rules of Evidence. (CG 1)

Unit III Practical Tasks for Paralegals in the Civil Litigation process

Learning Objectives

The student will be able to...

• Describe the initiation of a complaint and a response (answer) to the complaint. (CG 1, 5)
• Describe the paralegal’s role in civil litigation during the discovery process, as it applies to tort law, personal injury and negligence cases. (CG 5)
• Explain essential principles for the preparation for a civil case, including discovery and pretrial procedures. (CG 3)
• Draft client correspondence, per the instructions of the attorney (faculty member.) (CG 3)
• Draft a complaint, per the instructions of the attorney (faculty member.) (CG 2, 3)
• Revise a complaint, per the feedback from the attorney (faculty member.) (CG 3)
• Draft an answer on behalf of a client, per the instructions of the attorney (faculty member.) (CG 3)
• Research and prepare a CIRAC/IRAC style legal memo; research will be Based on a prominent civil case. (CG 2, 3)

Unit IV Understanding the Role of the Paralegal in Civil Litigation

The student will be able to...

• Discuss the principles and evaluate hypothetical questions while working with in-class teams. (CG 2)
• Prepare a presentation on a landmark civil case, and present their research to the class. (CG 1)
• Explain current cases, including developments in ongoing cases, and communicate the issues presented during in-class “Current Cases” discussions. (CG 1, 6)
• Explain the ethical duties of the attorney and paralegal when handling tort law cases, specifically medical malpractice cases (CG 6)
• Explain the paralegal’s role in scheduling, docket management, client communication and discovery. (CG 5, 6)
• Explain the paralegal’s role in interviewing and investigation. (CG 5, 6)
• Explain the paralegal’s role in verbal with clients, courts, opposing counsel, both by phone and in person. (CG 5, 6)
• Explain the paralegal’s role in written communication with clients and opposing counsel. (CG 5, 6)
• Explain the general purpose and function E-filing, as it applies to local courts. (CG 5)
• Explain the process of Discovery and the paralegal’s role in discovery. (CG 5)
**Evaluation of student learning:**
(Subject to change or revision as needed)

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

**Document Drafting Assignments:**
- **Complaint:** Students will draft a complaint using a template and a guide.
- **Revised complaint:** Upon reading the complaint, the professor will provide feedback and the students will revised accordingly.
- **Answer:** Students shall draft an answer on behalf of the client.
- **Client Correspondence:** Students will draft a letter to the client

**Current events reporting:** Students will be responsible for providing discussion of current events in litigation for assigned class sessions.

**Presentation:** Each student will select, research and provide a 5-10 minute in class presentation on a landmark case, prominent recent civil case or issue related to the civil litigation (for example: tort reform, benefits of ADR, risks of pro se representation.) Each student will prepare a PowerPoint presentation in addition to the in class presentation.

**Academic Integrity Statement:**

This course is entirely compliant with the academic integrity standards of the college. This course specifically covers the implications of plagiarism and academic integrity, and covers how students can ethically embark on legal research tasks and the use of technology in the online classroom and beyond. Students are required to read, review, and follow the standards set forth in the Mercer County Community College Student Handbook academic integrity standards before submitting any assignment.

**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.