

Syllabus
Property 1, Section 1
Fall 2019

Class sessions: room 108 (the courtroom)
2:30 - 3:45pm, Mondays and Wednesdays

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Textbook: *Property: A Contemporary Approach*, Fourth Edition, Sprankling and Coletta, (West, 2018), ISBN 978-1-63460-650-9

What you can expect to learn: This class is the first semester of a year-long course, a course that is taught to just about every first year law student in the United States. In this semester you will learn what kinds of property there are, how people can get that property, how they can get rid of the property, and how they can have the property taken away. That sounds pretty vague, right? To be more specific, you will learn to identify the kind of interest someone has in property, how that interest can be transferred to someone else, and what kind of challenges are posed when the package of property rights is split between different people.

And you will learn more than just the law of property. You will learn to identify sources of law, analyze statutes and cases, apply law to new facts, and explain what you have learned to others. Along with your other first year classes, this class will help form the foundation of your professional service to your clients and your community.

Attendance: Be here, it's what you paid for. I work hard to make sure class time is valuable to you. And if you miss more than six classes, you will not be allowed to take the final. But plan to do more than just attend class. Plan to be a part of it. The more you are actively engaged in class the more you will be able to retain and use the law that we study.

One way that all students will be able to participate in class is by being one of the daily note-takers for class. Your notes and outline of the day will be shared with the rest of the class, and you will get to provide a quick recap of the class in the following class session. I think you'll like this. ☺

Workload expectations: You might not have thought about how much work you will put into each class, but the American Bar Association has! According to ABA Standard 310(b)(1), "a "credit hour" is an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time." This is a three

credit hour class, meaning that we will spend two 65 minute blocks of time together each week. The amount of assigned reading and out of class preparation should take you at least three hours for each class session and six hours for the week. So if that math is getting hard, plan on spending at least nine hours per week (three in class and six preparing for class) on course-related work. Sometimes it will take more, and sometimes it will just feel like more – but it's worth it.

Grades: Your grade will be based on the following factors:

A quick oral quiz	5 points
A short paper based on a client interview	10 points
An advice letter to a client	10 points
A mid-term	25 points
A final exam	50 points.

I will use your total points for the semester and apply the required median and required curve for a first year class to calculate your grade for the course.

D2L: Keep posted on news, assignments, any changes in the syllabus and other good stuff through D2L.

Office hours: Just stop by – really! You don't need an appointment, but if it helps you to schedule yourself, make an appointment. Stop by at lunchtime, bring your PB & J. I am a super nerd and spend a lot of time in the office, so stop by any time you see me there.

Recording class sessions: Classes will not be recorded except with advance permission from me in unusual circumstances or to comply with needs for accommodations. No other recording of class is allowed.

Final exam: The final exam in this class will be held on Friday, December 6, at 8:15am.

Stress! The University and the School of Law recognize that there are lots of potential stressors in your life. Here is some information on a campus-wide effort to be there to support you: 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://salukicare.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 618-453-8135.

Disabilities and accommodations: I want everyone in this class to succeed. If a disability is challenging you, here is some information about how to seek accommodations: 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/>. 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.

Tornado? 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.

Tentative schedule:

This is the target schedule for the semester. I expect it will change some over the course of the semester. As those changes are made I will post the revised syllabus on D2L. For each class day I have noted a summary of the topic, the reading assignment from our text, and a musical reference that has almost no educational purpose. ☺

- August 14 **A case? What?** Our first class will be a part of your orientation. Read Pierson v Post, pages 8-13 in our textbook. Song of the day: Foxy Lady, Jimi Hendrix.
- August 19 **Why do we own stuff?** pages 1-24 (You've already read 8-13, sweet!) Fame, David Bowie.
- August 21 **It's mine – wanna buy it?** pages 24-49. Conquest, The White Stripes. Oral quiz this week
- August 26 Torts instead of Property today. This is one of several days that Professor Fountaine and I have swapped around. It might feel a bit lumpy, but this way neither of our classes will have to add make-up classes later in the semester. That part will be good for all of us.
- August 28 Torts instead of Property today

- September 2 Labor Day – no class!
- September 4 **Exclusions** pages 49-68. Queen of My Double Wide Trailer, Sammy Kershaw.
- September 9 **Use it/Lose it** pages 68-94. Here Comes the Sun, The Beatles
Introduction to live client meeting
- September 11 **Caught it!** pages 161-174. Baby Shark, Pinkfong
Tentative client interview day – more details later
- September 16 **Found it!** pages 175-195. Lost, Dermot Kennedy
- September 18 **Stolen** pages 196-209. Rachel Barton Pine, NPR Music Tiny Desk Concert
<https://www.youtube.com/watch?v=gSZzJu67EJc>
Turn in notes from live client meeting
- September 23 **Gifts from the living and the dead** pages 209-227. You Spin me Round (Like a Record), Dead or Alive
- September 25 **Adverse Possession** pages 95-114. Should I Stay or Should I Go, The Clash
- September 30 **What were they thinking?** pages 114-133. Intentions, Macklemore.
- October 2 **Up, down, and all wet** pages 134-160. Up Down, Morgan Wallen
- October 4 Review before the mid-term. This is not our normally schedules class, and attendance is optional.
- October 7 mid-term at 9:30am
- October 9 No class today – this is your reading day in the middle of mid-terms
- October 14 **Singing my song** pages 229-23-, 235-236, 250-267 How Deep is Your Love, The Bee Gees
- October 16 Torts instead of Property today
- October 21 **The ideal idea** pages 268-269, 275-292, 300-301 Supersoaker, Kings of Leon
- October 23 **You don't pay this fee** pages 303-325 Trainingspak, NoFees
- October 28 **Simply tangled** pages 325-344 So Long, Nadia Batson
- October 29 **Best vests** pages 344-356 Unforgettable, French Montana
- October 30 **Love to sell** pages 356-375 Yuve Yuve Yu, The Hu

October 31 **Own it together** pages 377-401 At the Same Time, Hindi Zahra
Costume contest!
Introduction of client letter assignment

November 4 **'Til death** pages 401-439 D-I-V-O-R-C-E, Tammy Wynette

November 5 **Leases** pages 441-463 I'll Cover You, from the musical Rent

November 6 **What a dump!** pages 463-482 Just Dropped In (To See What Condition my
Condition Was In), The First Edition

November 11 – veteran's day – no class!

November 13 **I'm outta here** 482-510 Implications, Sango

November 18 **Really outta here** pages 511-520 Abandoned, Unprocessed

November 20 **Eviction** pages 520-534 The End, The Beatles

November 25 & 27 Thanksgiving break – oh yeah!

December 6 Final exam 8:15am