**Deposition Strategy and Practice**

**Syllabus**

**Compressed Course – Spring 2020**

**Course Information**

**Course Instructor:**

Robert Denham

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**Office Hours:**

As a visiting instructor, I do not have an office. I will hold office hours for an hour at the end of each class day. You can also arrange a meeting by appointment. If you have questions, feel free to send me a message by email.

**Required Textbook:**

Bradley G. Clary, Sharon Reich Paulsen, and Michael J. Vaneslow, *Successful First Depositions* (West, 4th Ed., 2017).

**Course Description and Objectives**:

This is an introduction to taking and defending fact and expert depositions. It provides essential strategies for planning for, taking, and defending depositions. The class is highly interactive, providing opportunities to practice preparing for and conducting mock depositions. In-class exercises will be recorded on video and critiqued by the instructor and by other class members.

**Learning Outcomes:**

After completing this course, students should be able to:

1. Perform a case analysis to formulate a deposition strategy and plan.
2. Identify the purposes for which depositions are taken and used.
3. Identify the preparations necessary for arranging and conducting a deposition.
4. Prepare and deliver preliminary remarks at the start of a deposition.
5. Prepare witness examination questions for discovery depositions of a party and non-party.
6. Prepare witness examination questions for depositions for cross-examination, summary judgment, and pinning down testimony.
7. Take mock fact depositions of a party and non-party for particular purposes and issues.
8. Plan for preparing a witness for deposition.
9. Conduct mock preparation of a witness for deposition.
10. Identify strategies and purposes for deposing an expert.
11. Prepare examination questions to take a discovery deposition of an expert.
12. Prepare examination questions to take a deposition to challenge an expert.
13. Conduct mock depositions of experts for purposes of discovery and to challenge the expert.

**CANVAS**:

Please register for the class CANVAS website, available at <http://elearning.ufl.edu>. Class information and announcements will be distributed by e-mail to the address you supplied on CANVAS. You are responsible for checking your e-mail on a regular basis for class announcements.

**Course Schedule:**

This is a compressed course. It encompasses 14 class hours over the course of five days. There will be three one-hour sessions each day Monday through Thursday. The course will conclude with two one-hour sessions on Friday. The course is worth one credit hour.

**Course Schedule Detail:**

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| **Session** | **Topic** | **Assignment/Resources** |
| 1 | Introduction  Class overview  Importance of depositions  Case analysis and planning to formulate deposition strategy | *Successful First Depositions*, Preface; pp. 1-62  Rules 26 and 30, Federal Rules of Civil Procedure  *Successful First Depositions*, Appendix B – Case record of *Monroe v. Derrick Dawson and CopyMaster Corporation*  Group A and Group B – Review confidential information for plaintiff’s counsel  Group C and Group D – Review confidential information for defense counsel |
| 2 | Preparing for depositions  Who do you depose, when, and why?  Purposes for which depositions are taken and used | Group A and Group B – Prepare case analysis for *Monroe* case from plaintiff’s perspective  Group C and Group D – Prepare case analysis for *Monroe* case from defense perspective  Include in the analysis the story to be told; themes; elements of each cause of action; fact to be proved and rebutted through lay witnesses  Class activity: Discuss case analyses (not using confidential information furnished to counsel) |
| 3 | Taking a fact deposition  Preliminaries  Taking a deposition for discovery | Prepare preliminary remarks to begin deposition.  Group A – Prepare questions for *discovery* deposition of Derrick Dawson. Use exhibits as appropriate. (Group C to defend)  Group B – Prepare questions for *discovery* deposition of Pat Spinner. Use exhibits as appropriate. (Group D to defend)  Group C – Prepare questions for *discovery* deposition of Melissa Monroe. Use exhibits as appropriate. (Group A to defend)  Group D – Prepare questions for *discovery* deposition of Peg Meade. Use exhibits as appropriate. (Group B to defend)  Class activity: Mock preliminary remarks.  Class activity: Mock discovery depositions. |
| 4 | Taking a deposition to support or oppose summary judgment | Group A – Prepare questions for deposition of Derrick Dawson *to support or oppose summary judgment*. Use exhibits as appropriate. (Group C to defend)  Group B – Prepare questions for deposition of Pat Spinner *to support or oppose summary judgment*. Use exhibits as appropriate. (Group D to defend)  Group C – Prepare questions for deposition of Melissa Monroe *to support or oppose summary judgment*. Use exhibits as appropriate. (Group A to defend)  Group D – Prepare questions for deposition of Peg Meade. Use exhibits as appropriate *to support or oppose summary judgment*. (Group B to defend)  Class activity: Mock depositions. |
| 5 | Taking a deposition to pin down a witness’ testimony | Group A – Prepare questions for deposition of Derrick Dawson *to pin down testimony*. Use exhibits as appropriate. (Group C to defend)  Group B – Prepare questions for deposition of Pat Spinner *to pin down testimony*. Use exhibits as appropriate. (Group D to defend)  Group C – Prepare questions for deposition of Melissa Monroe *to pin down testimony*. Use exhibits as appropriate. (Group A to defend)  Group D – Prepare questions for deposition of Peg Meade *to pin down testimony*. Use exhibits as appropriate. (Group B to defend)  Class activity: Mock depositions. |
| 6 | Deposition challenges  How to control a witness | *Successful First Depositions*, pp. 121-153  Class activity: Demonstrations of selected deposition challenges.  Class activity: Mock depositions illustrating deposition challenges.  Supplemental reading:  McElhaney - Focusing a Deposition  <http://www.abajournal.com/magazine/article/focusing_a_deposition>  McElhaney – Deposition Traps  <http://www.abajournal.com/magazine/article/deposition_traps/> |
| 7 | Preparing a fact witness for deposition | *Successful First Depositions*, pp. 63-119  Prepare outline for preparing a fact witness  Class activity: Conduct mock witness preparation. |
| 8 | Mock fact depositions | Class activity: Mock depositions. |
| 9 | Taking expert depositions  Preparing for expert depositions  Purposes of expert depositions | *Successful First Depositions*, pp. 155-184  Federal Rules of Evidence 702, 703  DSM-IV-TR |
| 10 | Taking an expert deposition for discovery | Prepare examination questions for discovery deposition of Alain Smithers on the facts and other information that he considered in reaching his diagnosis of PTSD and his qualifications to make such a diagnosis.  Prepare examination questions for discovery deposition of Lin Jones on his opinions and the facts and other information that he considered in reaching his opinions.  Class activity: Mock depositions. |
| 11 | Taking an expert deposition for summary judgment or to pin down witness | Prepare examination questions for Alain Smithers to show that he is not qualified by training or experience to make a diagnosis of PTSD.  Prepare examination questions for Alain Smithers to refute his diagnosis of PTSD.  Prepare examination questions for Lin Jones to show that he failed to consider the diagnostic criteria for PTSD and their application to Melissa Monroe.  Prepare examination questions for Lin Jones to show that he has a bias in favor of employers and is a “hired gun” expert witness.  Class activity: Mock depositions. |
| 12 | Defending an expert deposition | Class activity: Mock depositions. |
| 13 | Mock expert depositions | Class activity: Mock depositions. |
| 14 | Review and questions |  |

**Class Preparation:**

You are expected to read the material thoughtfully and prepare carefully for each class. ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction. Accordingly, you will have a total of about 300 pages of reading for the course. In addition, you will be preparing written outlines and other materials for the classroom exercises, and you will be preparing for the classroom exercises. The written materials will be graded, as will the classroom exercises. I expect that you will spend at least two hours out of class reading, preparing written materials, and preparing for in-class exercises for every one hour in class. Because of the pace of the class, I strongly encourage you to do as much reading as possible in the textbook – including familiarizing yourself with the mock case – before the first class session.

**Attendance:**

Attendance is mandatory, and will be taken at the beginning of each class. Because the class is largely participatory, and the majority of your grade will be based on in-class exercises, it is essential that you attend every class. Missing two or more classes without prior notice to the instructor will result in referral to Student Affairs. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with University policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Participation**:

The participation grade is determined by attendance, preparation for class, participation in class, and overall effort to complete the assignments. Mock exercises will be recorded on video. Class members will be expected to offer constructive observations of other class participants’ performance.

**Grading**:   
The components of the final grade for the course are listed below:

|  |  |
| --- | --- |
| Written Materials | 45% |
| Performance | 45% |
| Participation | 10% |

During the class, students will receive grades for the written assignments, class performance, and class participation that will be computed into the final grade for the course. Per law school policy, this class will be graded on a curve. Information on current College of Law grading policies for assigning grade points can be found at: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current%20students/academic-policies> and below:

|  |  |
| --- | --- |
| **Letter Grade** | **Point Equivalent** |
| A (Excellent) | 4.0 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.0 |
| B- | 2.67 |
| C+ | 2.33 |
| C (Satisfactory) | 2.0 |
| C- | 1.67 |
| D+ | 1.33 |
| D (Poor) | 1.0 |
| D- | 0.67 |
| E (Failure) | 0.0 |

**University of Florida Policies**

**University Policy on Accommodating Students with Disabilities:**

Students requesting accommodation for disabilities should register first with the Office of the Dean of Students (<https://www.dso.ufl.edu/drc/>). The Office of the Dean of Students will provide documentation to the student who then must provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Because accommodations are not retroactive, students should contact the Office of the Dean of Students as soon as possible in the semester for which they are seeking accommodation.

**University Policy on Academic Misconduct:**

UF students are bound by The Honor Pledge, which states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilities academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

**University Policy on Course Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations typically are open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

**Getting Help:**

For technical difficulties with E-learning in Canvas, please contact the UF Help Desk at:

* [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
* (352) 392-HELP
* <http://elearning.ufl.edu/> (See “Message Us” at the top)

Other resources are available at <http://www.distance.ufl.edu/getting-help> for counseling and wellness, disability resources, student complaints, and library help desk support.

**Disclaimer:**

This syllabus represents my current plans and objectives. As we go through the course, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.