

**TORTS COURSE OUTLINE AND SYLLABUS-v2 (8-12-2020)**  
**Prof. Barbara Evans - Fall 2020**

**This Syllabus applies to:**

**Section 3 – Torts 5700-3106-15188 TuWeTh 11 – 12:15 HH 355B**

**Section 4 – Torts 5700-T20B-26845 TuWeTh 1:30 – 2:45 HH 355C**

**Professor Barbara J. Evans**  
**Office Location: electronic office**  
**hours required during Fall, 2020.**  
**Office: (352) 273-0915**  
**E-mail: [evans@law.ufl.edu](mailto:evans@law.ufl.edu)**

**Office Hours: W, Th 3 - 4 and additional times**  
**by appointment; e-mail or text me to set a time.**  
**Please make sure to identify your name in texts**  
**Mobile Phone/Text: (713) 446-7576**

**This Syllabus (pages 1 – 10 of this document) focuses on substantive course content and readings.** The **Resources and Course Policies** document, starting on page 11, offers additional information about the conduct of the class, testing, resources for students, and the rules and norms of civility expected in class. **It is important for you to read the Course Policies closely.** Part of legal professionalism is learning to use available resources, such as the Course Policies document, to research answers for yourself before asking the managing partner (i.e., me).

Note: This outline and topics to be covered may be adjusted as the course progresses. Any adjustments or revisions will be announced in class or electronically.

**Required Materials:** **F&R** = Franklin, Rabin, Green, & Geistfeld Tort Law & Alternatives, 10<sup>th</sup> ed. (2016). **Supplements** and **Problem Sets** which will be distributed electronically to the class distribution list.

**Objectives:** The objectives of this course are:

1. To introduce the law of torts and how it interacts with other aspects of the legal system including criminal law, contract law, and regulations.
2. To give you a solid grounding in major branches of tort law that students are likely to encounter in law practice and on the bar exam, even if they do not envision making a career as a tort lawyer. In addition to intentional and negligence-related torts, which are covered in detail, this course also introduces emotional harms, privacy torts and defamation, business torts (e.g., negligent misrepresentation, fraud/deceit, and tortious interference with business relations), traditional theories of strict liability, and products liability (negligent and strict), with attention to available defenses to tort actions.
3. To acquaint you with the basic procedural aspects of tort lawsuits.
4. To explore alternatives to tort law, including insurance and regulatory solutions and contractual terms that can alter the default tort liability rules.
5. To develop your skills at analyzing tort problems, breaking them down into workable elements, and writing effective responses.

## **OVERVIEW/OUTLINE**

(Specific readings follow, starting on page 3)

### **I. INTRODUCTORY ISSUES (Week 1)**

- A. Class Policies
- B. Context: Overview of Types of Torts
- C. When Should Unintended Injury Result in Liability?
- D. The Concept of Elements of a Tort: What should the plaintiff have to prove?
- E. The Tort Litigation Process
- F. Brief Preview of the Concept of Duty in Tort
- G. The Parties to Tort Suits: Vicarious Liability

### **II. THE NEGLIGENCE PRINCIPLE**

- A. Breach: Historical Development of Fault-based Liability
- B. Breach: The Standard of Care/Calculus of Risk
- C. Breach: The Reasonable Person
- D. Breach: Custom & Statutes
- E. Breach: Proof Issues and Res Ipsa Loquitor
- F. Breach: Medical Malpractice – Special Issues Re: Standard of Care & Proof
- G. Breach: Medical Malpractice – Informed Consent

### **III. THE DUTY REQUIREMENT – PHYSICAL INJURIES**

- A. Duty: Obligation to Others and Nonfeasance
- B. Duty: Obligation to Protect 3rd Party
- C. Duty: 3rd Parties and Premises/Landowner Liability
- D. Duty: Governmental Immunities
- E. Duty: Federal Torts Claims Act

### **IV. THE DUTY REQUIREMENT – NONPHYSICAL HARM**

- A. Duty: Emotional Harm – Direct
- B. Duty: Emotional Harm – Bystanders
- C. Duty: Loss of Consortium, Interference With Procreation and End-of-Life Decisions

### **V. CAUSATION**

- A. Causation: Cause-In-Fact, Proof, Partial Recovery
- B. Causation: Joint and Several Liability; Multiple Defendants
- C. Causation: Toxic Harms
- D. Causation: Proximate Cause – Unexpected Extent & Unexpected Type of Harm
- E. Causation: Proximate Cause – Unexpected Manner of Harm & Unexpected Victim

### **VI. DEFENSES**

- A. Plaintiff's Fault – Contributory & Comparative Negligence
- B. Avoidable Consequences
- C. Express Assumption of Risk

- D. Implied Assumption of Risk
  - E. Preemption
- VII. **STRICT LIABILITY**
- A. Historical Origins
  - B. Abnormally Dangerous Activities
  - C. Theoretical Perspectives
- VIII. **PRODUCTS LIABILITY**
- A. Historical Origins
  - B. Approaches in Restatements of Torts
  - C. Manufacturing Defects
  - D. Design Defects
  - E. Failure to Warn
  - F. Defenses to Products Liability
  - G. Work-Related Injuries
  - H. Beyond Products
- IX. **INTENTIONAL TORTS**
- A. Intent
  - B. Assault, Battery, False Imprisonment, Infliction of Emotional Distress
  - C. Defenses to Intentional Torts
- X. **DEFAMATION & PRIVACY-RELATED TORTS**
- A. Basic concepts, causes of action, elements, and defenses
  - B. Tension with First Amendment Protections
- XI. **INTENTIONAL ECONOMIC HARM**
- A. Basic concepts, causes of action, elements, and defenses

### READING LIST

There are 35 reading units, which we will cover exactly in the order shown below. There is not a one-to-one correspondence between the reading units listed below and class meetings. Sometimes we will whisk through more than one reading unit in a single class. Other times, we will tarry over a single reading unit for more than one class. I may adjust our pace as needed to ensure your mastery of the material. Based on our progress, I will announce at the end of each class where you should focus your attention for the next session. **I also distribute supplements and course announcements electronically, which are a required part of the course.** If you find you have spare time on your hands (which I acknowledge is a rare event in law school) and wish to read ahead, the reading list below is a dependable guide to the order in which we will be progressing through the materials.

Introduction:

1. Franklin, Rabin, Green, & Geistfeld Tort Law & Alternatives, 10<sup>th</sup> ed. (2016) (“F&R”)

**F&R** 1-18 (stop at Section D)

Cases: Hammontree v. Jenner

Also read: **F&R** read pages 127 through 139 (through note 5)

Cases: Harper v. Herman

Farwell v. Keeton

Vicarious Liability:

2. **F&R** 19-33

Cases: Christenson v. Swenson

Roessler v. Novak

**Supplement on Vicarious Liability** (to be provided after discussing cases in class)

Breach: Historical development of fault-based liability; the standard of care/calculus of risk; the reasonable person; the role of customs and statutes.

3. **F&R** 35 – 47 (stop before US v. Carroll Towing)

Cases: Brown v. Kendall

Adams v. Bullock

4. **F&R** 47 – 62 (stop at Section C)

Cases: US v. Carroll Towing

Bethel v. NYC Transit Authority

5. **F&R** 68 (starting at Andrews case) – 87

Cases: Andrews v. United Airlines

Trimarco v. Klein

Martin v. Herzog

Tedla v. Ellman

The notes after Tedla v. Ellman discuss some very important cases.

Breach: Proof issues and res ipsa loquitur; medical malpractice—special issues re. standard of care and proof; medical malpractice—informed consent.

6. **F&R** 87—108 (from Section D to to start of Section E)

Cases: Negri v. Stop and Shop

Gordon v. American Museum

Byrne v. Boadle

McDougald v. Perry

Ybarra v. Spangard

**Supplement: Problem Set A** (short-answer problems for discussion in class during the next several weeks) (distributed electronically)

7. **F&R** 108-125  
Cases: Sheely v. Memorial Hospital  
Matthies v. Mastromonico  
**Supplement: Informed Consent** (distributed electronically)

Duty: Obligations to others and nonfeasance; obligations to protect third parties

8. **F&R** 127-155 (reviewing the Harper and Farwell cases from Reading Unit #1; read new cases:  
Randi W v. Muroc Joint Unified School District  
Tarasoff v. Regents of U. California
9. **F&R** 155 (start at the notes after Tarasoff) – 165 (to start of Section C)  
Cases: Important cases are mentioned in the notes after Tarasoff  
Uhr v. East Greenbush Central School District

Duty: Policy rationales for deciding there is no duty; the “gatekeeping” function of the duty element

10. **F&R** 166 - 181  
Cases: Strauss v. Belle Realty  
Reynolds v. Hicks
11. **F&R** 181 – 186 (to start of Section D)  
Cases: Vince v. Wilson  
Important cases are discussed in the notes after Vince v. Wilson

Duty: Premises and Landowner Liability

12. **F&R** 186 -202  
Cases: Carter v. Kinney  
Heins v. Webster County  
Important cases are discussed in the notes after Heins
13. **F&R** 202 – 216 (stop before Section F)  
Cases: Posecai v. Wal-Mart  
A.W. Lancaster County School District  
Think about: How do these cases in Reading Units 12 and 13 relate to the Negri and Gordon cases in Reading Unit #6?

**Supplement: Problem Set B: Premises Liability discussion problems** – distributed electronically

Duty: Spousal suits and parent/child suits—brief summary

14. **F&R** 216 (read introduction to Section F on this page only)

Duty: Governmental Immunities and the Federal Tort Claims Act (FTCA)

15. **F&R**: 226 (start of Section G) – 235 n.4;  
**F&R**: 235 – 242 (Lauer case)  
**F&R**: 247 (start Federal Tort Claims Act) – 258 n. 10  
Cases: Riss v. City of New York  
Important cases are discussed after Riss  
Lauer v. City of New York  
Cope v. Scott  
Read the statutory material before Cope v. Scott very carefully

**Supplement: The FTCA** (to be provided electronically after case discussion)

Duty: Nonphysical harm

16. **F&R** 261 – 281 (stop before Johnson case)  
Cases: Falzone v. Busch  
Metro-North Commuter RR v. Buckley  
Gammon v. Osteopathic Hospital
17. **F&R** 281 (start at note 7) through 299 (stop at Section B)  
Cases: Johnson v. Jamaica Hospital  
Portee v. Jaffee

Duty: Economic harm

18. **F&R** 299 - 325  
Cases: Nycal v. KPMG  
LAN/STB v. Martin K. Eby Construction  
532 Madison Ave. Gourmet Foods v. Finlandia Center

Duty: Procreation (Wrongful Birth and Wrongful Life)

19. **F&R** 326 – 336  
Cases: Emerson v. Magendantz

**Supplement: Review of Duty and Standard of Care** – distributed electronically

**Supplement: Problem Set C: Practice Mini-essay Question** – distributed electronically. This is a “mini-essay” problem, designed to be a shorter, simplified version of the types of tort essay questions you might encounter during an examination. This exercise, which is not graded, is intended to let you practice writing an essay

response. After you have had a chance to work on your response, we will have a session to discuss the mini-essay problem.

Causation: Cause in Fact

20. **F&R** 337 – 368  
Cases: Stubbs v. City of Rochester  
Zuchowicz v. United States  
Matsuyama v. Birnbaum  
**Supplement: Overview and Introduction to Causation** (to be distributed electronically after discussion in class)

Causation: Joint and several liability; multiple defendants, toxic harms

21. **F&R** 371 – 389  
Cases: Summers v. Tice  
Hymowitz v. Eli Lilly & Co.  
Read Rabin excerpt on Environmental Liability

Causation: Proximate cause

22. **F&R** 395 - 430  
Cases: Benn v. Thomas  
In re an Arbitration between Polemis and Another  
Overseas Tankship v. Morts Dock (The Wagon Mound)  
Doe v. Manheimer  
Palsgraf v. Long Island Railroad

Defenses: Contributory and comparative negligence; avoidable consequences

23. **F&R** 435 - 455 (through note 4). **Assignment: Read the excerpts from the Uniform Comparative Fault Act and Iowa Code on pages 442 – 445 very carefully. Work the problem on page 442, parts a,b,c,d,e. Also work problems on insolvency, partial settlements, and set-offs (to be provided electronically).**

**Supplement: Contributory and Comparative Negligence Hypotheticals** (to be distributed after our in-class discussion of the problems in the casebook)

**F&R:** 456 (starting at note 5) – 461  
Case: Fritts v. McKinne

Defenses: Avoidable consequences; assumption of risk

24. **F&R** 461 – 485 (to end of Davenport case)  
Cases: Hanks v. Powder Ridge.

Murphy v. Steeplechase  
Davenport v. Cotton Hope Plantation

Defenses: Federal Preemption of State Tort Lawsuits

25. **Supplement:** Excerpts from **Torline & Teeter**, *Federal Preemption in Products Liability Cases*, Journal of the Kansas Bar Association (July/August 2007) Westlaw Citation: 76-AUG JKSB 32 (relevant excerpts will be distributed electronically)

**F&R** 487 – 505  
Case: Riegel v. Medtronic

**Supplement:** **Geier v. American Honda Motor Company, Inc.** (distributed electronically)

**Supplement:** **Wyeth v. Levine** (excerpts to be distributed electronically)

**Supplement:** **Avoiding confusion between FTCA and Preemption concepts** (to be distributed electronically after class discussion)

**Supplement:** **ERISA Preemption** (to be distributed electronically)

Strict liability, generally; Products liability

26. **F&R** 509 – 521 (but see below—skip some of the notes after cases), 539 – 546 (King article—scan this to understand the policy goals of strict liability); 550 - 555 (Posner article); 557 – 561 (McPherson); 564- 568 (Escola)

Cases: Rylands v. Fletcher cases (skip notes between them)  
Sullivan v. Dunham (skipping notes)  
McPherson v. Buick Motor Corp.  
Escola v. Coca Cola Bottling Co. of Fresno

27. **F&R** 568 (notes after Escola) – 603 (through note 4)  
Cases: Several important cases are mentioned in the notes after Escola  
Soule v. GM  
Important cases are discussed in notes after Soule.  
Comacho v. Honda

**Supplement:** **Problem Set D - Product Liability Discussion Problems** (to be distributed electronically for discussion in class)

28. **F&R** 608 (Section D) – 636 (to start of Section E)

**Supplement:** **The Learned Intermediary Doctrine in Drug-Injury Lawsuits**



Cases: Hood v. Ryobi  
State v. Karl  
Vasallo v. Baxter Healthcare Corp.

29. **F&R** 636-659 (Section E and Jones v. Ryobi and Liriano cases through note 6 after Liriano)  
Cases: GM v. Sanchez  
Jones v. Ryobi  
Liriano v. Hobart  
In class—discuss Royer on p. 666 (no need to read ahead of class)

### Intentional torts

30. **Supplement: Intentional Tort Supplement - Harm to Persons** (distributed by e-mail)  
**F&R** 899-903 (Intro and Garratt case); 907 – 913 (Picard and Wishnatsky cases); 915-918 (Lopez case); 922 - 927 (Womack case).
31. Intentional Tort Defenses **F&R** 955 -972 (Hart, Katko, Courvoisier, Vincent cases)

### **Supplement: Problem Set E: Full-length Practice Examination Essay Questions**

This exercise includes several full-length examination-style tort essay questions. We will discuss them in class as an exercise in how to spot issues. Then, the problems will be divided up among class members with each person taking one essay question. Then, we will schedule a session to discuss possible responses to each essay question. This exercise is not graded; it is to provide practice in how to think about a long, complex tort examination essay problem.

### Defamation & Privacy-related torts

32. **Supplement: Defamation and Privacy Torts Supplement** (distributed electronically)  
**F&R** 999 – 1003 (to end of Romaine v. Kallinger); read notes 1, 3, 4, 5 after the Romaine case. Read Davis v. Boenheim on pages 1011-17 but skip the notes afterward. In the “Of and concerning” section on page 1018-1020 read ONLY the parts on Identification and Group Libel but skip the Corporations material. Read from the start of section 4 on 1021 through page 1026 (to end of Liberman case). Read from the start of the privileges discussion in the middle of page 1022 to the end of the Liberman case on page 1036. Read note 3 on 1036-7
33. You will probably encounter NY Times and Gertz in your Constitutional Law class. If you wish to read these cases now, they are at **F&R** 1062 and 1085. However, these cases are not assigned. For purposes of our discussion of privacy torts, the key aspects of these cases are summarized in your Defamation and Privacy Torts Supplement.

34. **F&R 1155 – 1164** (including Haynes v. Knopf); notes 4 & 5 on 1165-1166.

On false light, read 1184-89 (the Cantrell case); note 3-5 p. 1189 -1191.

On intrusion on seclusion, read Nader v. GM on 1193-99 (focus on first two pages— understand the fact pattern of the alleged intrusive behaviors). On p. 1214-1222, read the fact patterns of the Schulman case and focus on the expectation of privacy discussion.

**Supplement: Problem Set F: Privacy and Defamation Discussion Problems**

Intentional Economic Harm

35. **Supplement on Harm to Economic Interests** (distributed by e-mail)  
**F&R:** On deceit and negligent misrepresentation, read 1263 – 1270 (Ollerman v. O’Roarke), and notes 4, 5, 6, 9 after Ollerman (skip other notes); on tortious interference with contract, read 1274 – 1276 (Imperial Ice v. Rossier) and notes 1, 3, 6, 7, 8 after Imperial Ice.

*Continue to Course Policies, starting on page 11*

## **Resources and Course Policies**

### **Prof. Evans – Torts**

**Health and wellness:** Law school can be a little daunting at times, and I am always happy to act as a sounding board on strategies to make it feel less stressful. If you or a friend is in distress, there are also other resources available on our campus:

U Matter, We Care: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575 or University Police Department 392-1111 or 9-1-1 for emergencies

Sexual Assault Recovery Services (SARS): Student Health Care Center 392-1161

University Police Department 392-1111 or 9-1-1 for emergencies

### **Other helpful resources**

E-learning center technical support, 352-392-4357 (select option 2)

**Academic honesty:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

**Grading information and grading scale:** The Levin College of Law’s grading means and mandatory distributions are posted on the College’s website and this class adheres to that posted grading policy. The law school grading policy is available at <http://www.law.ufl.edu/student-affairs/current-students/academic-policies#9>. A student’s grade can be adjusted by one “notch” (e.g., from an A minus to a B plus) for issues with class participation, preparation, or habitual lateness.

**Accommodations:** Students requesting accommodation for disabilities must first register with the Disability Resource Center (<http://www.dso.ufl.edu/drc/>). Once registered, students will receive an accommodation letter which must be presented to the Assistant Dean for Student Affairs when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Conduct of classes**

**Naming and pronominal preferences:** I go by “Professor Evans” or “Barbara” and I use she/her/hers as my pronouns, although it won’t upset me if you use something else (e.g., “Hey, you!” or “Your Royal Highness”). I care about making sure I use your preferred name and pronouns, too. Please feel free to reach out to me in person, by phone, via text message, or by e-mail to make sure I know your preferences. Thereafter, if I ever fail to get it right,

please kindly attribute it to imperfections of memory, and never feel awkward about correcting me gently in front of other people if I make a mistake.

**Recommendations for supplemental reading:** Students often ask me to recommend supplemental readings. Whether to use supplemental books is largely a matter of individual preference and study habits. Some people prefer to concentrate their studies strictly on the Franklin & Rabin Casebook and other required readings (such as the Supplements). Those, along with matters discussed in class, are the basis for your examination. Everything you need to know is in the Syllabus and in our class discussions.

Still, some students do find it helpful to refer to other books, to get other authors' perspectives on a topic. A diverse array of supplemental materials is available to assist in the study of Torts. You should feel free to select supplemental materials that work best for you. I have no specific recommendations. I encourage you to visit bookstores, which have many supplemental books available for Torts. Browse through a few and see whether one of them explains things in a way that is particularly clear for you. If so, that may be a useful supplement. Again, however, you do not necessarily need to purchase any supplemental books. There is quite enough to read if you just cover the Syllabus for this course. If something is not clear, your best use of time may be to re-read the assigned course materials rather than to read other books.

**Contacting me with questions:** Never feel hesitant about e-mailing me, phoning me, texting me, or visiting office hours with a question if you have made a good-faith effort to understand something and it still is not clear. Please make sure to identify yourself if you text. It's good to struggle a bit with new ideas and try to master them oneself, because the ability to read carefully and reason things out is a key skill one needs as a lawyer. However, if something just is not clear after a reasonable effort, you need to get it cleared up as soon as possible. Your knowledge of Torts builds cumulatively. Things that are not clear early on can make the later phases of the course harder. It's better to get things cleared up promptly if something just isn't making sense. Don't wait till the end of the semester to seek help.

### **Course Requirements**

**Preparation:** It is anticipated that you will spend approximately 2 hours out of class reading and/or preparing for in-class assignments for every 1 hour in class.

**Class participation and attendance:** Attendance is mandatory and you are expected to be on time. It is your responsibility to locate and initial the sign-in sheet for each class session. I will "call the roll" for the first couple of classes, while I learn your name. Thereafter, you are responsible for signing in according to the electronic procedures in use this semester because of the pandemic. It will be considered a violation of the course rules and the Honor Code to falsely indicate that you were present in class, or to assist a classmate in such misrepresentation. Students deemed absent for more than 20% of scheduled classes may not sit for the final examination and cannot pass the course. There are no "excused" absences, although I am always interested if you wish to reach out to me to let me know if you are experiencing an illness or special circumstance. Punctuality shows respect for your colleagues and professors and is part of

the professionalism expected of you as future lawyers. Please arrive at school early enough to allow yourself enough time to be in your seat ready to begin. Any student not in class within the first fifteen minutes of class (or leaving more than fifteen minutes early) is not permitted to sign the attendance sheet.

The best thing to do, if you know you are going to miss a class, is to ask a fellow student for notes. Student notes often are the best record of the give and take of questions and answers that actually took place during class. However, I also will be glad to discuss questions with you if you have been ill and need to go over any concepts that are still not clear.

**Lateness:** Notwithstanding the prior rules, I understand that lateness sometimes happens despite students' best efforts. Never feel embarrassed to join my class because you are slightly late. You've paid for the class, and I want you to get the benefit of any portion of it you are able to attend. However, you must be considerate of your fellow students, and follow social distancing requirements to protect their health, if you are arriving late. When arriving late, sit in a free seat closest to the door to avoid disturbing or violating social distancing with other students. Also, please don't slam the door when you come in and make sure the door is closed behind you. 90% of being a good lawyer lies in learning how to enter a room without letting the door slam behind you. Just kidding, but that's almost true.

**What to do if circumstances require you to exit a class while it is in session:** From time to time in life, we all have a sudden illness or other emergency that requires us to enter or leave a class while it is in session. If this should happen to you, simply enter or leave as quietly and unobtrusively as you can, observing all social distancing requirements to protect others. Obviously, it is understood that you will do this only when there is a pressing need to do so.

**What good class participation means:** One of the goals of this class is to teach you lawyerly communication skills. It is surprising but true that the most important communication skill for lawyers is not talking and saying clever things, but listening and getting a sense of what other people think. If that other person is the opposing counsel, listening is the way you analyze the weakness in his or her arguments and thought processes. If that person is your client, listening is how you learn what the client's problem is and how the client feels about various approaches for solving it. If that person is a regulator or judge, you had better listen!

If you have previously asked to be recognized twice in a single class, I am very unlikely to call on you again until all other persons in the class have had the opportunity to share their views. In that situation, do not continue to hold your hand up for a long time; it will just get tired. This is mainly done for your own learning. Whenever one is waiting to speak, one becomes completely absorbed with planning one's own remarks and loses the opportunity to hear what other people have to say. Beware of being absorbed in your own thoughts, when you could be listening to what other people have to say.

Also, it is not the case that talking a lot leads to a higher class participation credit or makes you look wiser. Sometimes, a few well-chosen, well-prepared words are the most impressive. I particularly like it when students listen to one another's remarks and respond to them, either to

amplify or debate them in a tactful, well-reasoned manner.

Be aware of any positions of privilege that you occupy and regulate your participation in a way that ensures everybody has an opportunity to express their views and receive respect for them.

**Practice examinations:** I do not give out old exams as practice exams. But we will work many class exercises and practice essay problems in class, so you will be well-prepared for the final by the time I get through with you!

**Final examination:** Other than any adjustments for class preparation and participation (see above), the course grade will be based on a final examination. Because of pandemic procedures, the precise procedures for administering the exam will be clarified later in accordance with law school and university policies. The examination will consist primarily of essay questions (accounting for 50-60% of total points on the exam) but also will include some short answer and multiple choice problems (accounting for the remaining 40-50% of the exam). The short answer questions could include T/F, multiple choice, or “mini-essay” questions that ask you to provide a very brief answer (e.g., 5 to 10 sentences) addressing a single point of law. The exam will be based on the assigned (required) readings and materials and topics discussed in class. More on the examination format will be discussed in class, or in general policies announced to the law school community, as the semester progresses.

**Reading assignments/ Supplements:** The Syllabus lists the casebook readings and other materials we will be covering. We will be proceeding straight through the Syllabus in the exact order it shows the readings. The pace at which we move through the materials may vary and, therefore, I will announce specific assignments for the coming class periods at the start or end of each class or electronically. If you are unable to attend class for any reason, you are responsible for finding out what your assignments are.

**Problem sets:** Throughout the course we will be working problem sets. These start with simple, single-issue questions and build up to complex essay questions by the end of the semester. These are strictly learning exercises; they are not graded. The purpose of the problem sets is to help develop your analytical skills and learn how to apply the sometimes-theoretical Tort principles to specific fact situations. Also, the problem sets are intended to give you a taste of the types of questions you might see on the Torts final, so that you can get some practice and develop the skills you will need to frame and argue a response.

**Cell phones, pagers, computers:** Please make every effort to remember to disable the ringer on your cell phone and to silence any other device you have that makes noise. I understand why carrying these devices in class is necessary. Computers in class are to be used exclusively for taking notes or viewing documents directly relevant to what is then going on in the classroom, and not for otherwise distracting you or your classmates. Sanctions for violating these rules are at my complete discretion.

**Policy on recording of classes:** Please do not record class without my express permission. The classroom should be a “safe” environment where students feel empowered to explore speculative

ideas and take the risk of posing dumb questions and expressing half-baked theories, without the risk that their utterances will be memorialized and come back to haunt them in future years when they are nominated for positions on the U.S. Supreme Court.

**Informal feedback for me:** My goal is to help you learn Torts as thoroughly and enjoyably as possible. I welcome any comment or suggestion you may have regarding teaching style, topic coverage, class presentation, ways to make the class sessions more useful for you, or any other issue. I may not implement every suggestion that is offered, but I will certainly give it careful consideration, and I would never be offended by any good-faith suggestion on how to make this class more engaging and productive for you. If something isn't working for you, then let me know. Please feel free to provide me with any comments during the semester that you think will improve the overall learning experience.

**Formal course evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically 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://gatorevals.aa.ufl.edu/>.