

CONTRACTS I  
LAW 504/SECTION 1  
FALL 2021

PROFESSOR JAMES M. DOUGLAS

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## THE PROFESSOR

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**LOCATION:** Room 221H

**OFFICE HOURS:** Monday, Wednesday and Friday  
11:00 a.m. – 2:00 p.m.  
Thursday  
10:00 a.m. – 2:00 p.m.

**(Other times by appointment)**

### **NOTE FROM THE PROFESSOR:**

The dates listed on the assignment sheet are tentative, and our actual schedule may be slightly faster or slower. We will, however, complete “all” of the assignments before the end of each semester.

I know that this appears to be a lot of work and it is. But this is fun work, and at the end of the academic year, we will all know a lot more about contracts and about ourselves. This includes me. Let’s have fun and remember reading and learning is “fundamental”!

## **COURSE BOOKS & MATERIAL**

1. Problems in Contract Law  
Cases and Materials by Knapp, Crystal, and Prince (Ninth Edition)
2. Supplemental Materials  
Rules of Contract Law by Knapp, Crystal, Prince, & Rowley

## **COURSE DESCRIPTION & OBJECTIVE**

### **DESCRIPTION:**

This course covers the concept of Contract Law. Contract Law covers the legal relations freely entered into by two or more parties. Contract Law covers the exchange of goods, services and property. This course will cover the following areas of contract law:

### **OBJECTIVE:**

- I. Requirements for Formation
  - a). Offer
  - b). Acceptance
  - c). Consideration
  - d). Detrimental Reliance
- II. Interpretation of Contract Terms
- III. Justification for Denying Enforcement
- IV. Performance, Breaches and Discharge
- V. Remedies
- VI. Third Party Rights

## STUDENT LEARNING OUTCOMES

By the end of the spring semester you should be able to solve contract problems within the following areas:

- I. Formation of Contracts
  - a. Mutual Assent
    - i. Offer and Acceptance
    - ii. Mistake, misrepresentation, non-disclosure, confidential relationship, fraud, undue influence, and duress
    - iii. Problems of communication & battle of the forms
    - iv. Indefiniteness or essence of terms
  - b. Capacity to contract
  - c. Illegality, unconscionability, and public policy
  - d. Implied-in-fact contract & quasi-contract
  - e. Pre-contract obligations based on detrimental reliance
- II. Consideration
  - a. Bargain theory
  - b. Adequacy of consideration: mutuality of obligation, implied promises & disproportionate exchange
  - c. Modern substitutes for bargaining: oral consideration, statutory substitute, preexisting obligations
  - d. Modification of contracts, Compromise and settlement of disputes
- III. Third-party beneficiary contracts
  - a. Intended beneficiaries
  - b. Incidental beneficiaries
  - c. Impairment or extinguishment of third-party rights by contract modification or mutual assent
  - d. Enforcement by the promisee
- IV. Assignment of rights and delegation of duties
- V. Statute of Frauds
- VI. Parol evidence and interpretation
- VII. Conditions
  - a. Express
  - b. Constructive
    - i. Conditions of exchange: excuse or suspension by material breach
    - ii. Immaterial breach and substantial performance
    - iii. Independent covenants

- c. Constructive conditions of non-prevention, non-hindrance, and affirmative cooperation Obligations of good faith and fair dealing in performance and enforcement of contracts
- d. Suspension or excuse of conditions by waiver, election, or estoppel

VIII. Remedies

- a. Total and partial breach of contract
- b. Anticipatory repudiation
- c. Election of substantive rights and remedies
- d. Specific performance injunction against breach & declaratory judgment
- e. Rescission and reformation
- f. Measure of damage in major types of contracts and breach
- g. Consequential damages: causation, certainty & foreseeability
- h. Liquidated damages and penalties
- i. Restitution and reliance recoveries
- j. Remedial rights of defaulting parties

IX. Impossibility of performance and frustration of purpose

X. Discharge of Contractual duties: accord & satisfaction and release

XI. Questions involving the U.C.C.

- a. Formation
- b. Good-faith
- c. Statute of Frauds
- d. Firm offer
- e. Battle of the forms
- f. Interpretations and the Parol Evidence Rule

## GRADING

Your grade for each semester will be determined as follows:

- First Exam: 25%  
All essay
- Second Exam: 25%  
Essay and multiple choice
- Comprehensive Exam: 50%  
All multiple choice



## ACCOMMODATIONS

Reasonable accommodations will be made if they would allow a person with disabilities to effectively participate in the law school program. Reasonable accommodations may include:

1. A change in the law school program, so long as it does not alter the program's fundamental nature;
2. Structural modifications (i.e., ramps, wide doorways, accessible bathrooms);
3. Providing modified equipment (i.e., braille keyboard on a word processor); and/or
4. Providing aids such as interpreters or readers.

**PLEASE REFER TO THE STUDENT ACCOMMODATIONS HANDBOOK FOR SPECIFIC PROCEDURES.**



# THURGOOD MARSHALL SCHOOL OF LAW

## COVID-19 INFORMATION SHEET

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### HEALTH AND SAFETY ON CAMPUS

1. Students are expected to continuously self-screen for the symptoms of COVID-19. The Center for Disease Control has a list of COVID-19 symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>. If you begin to show symptoms, notify your professor and leave the classroom. Limit contact with other individuals on campus and contact your healthcare provider for further guidance.
2. If, before coming to campus, a student starts exhibiting any symptoms of COVID-19 or does not feel well, the student should not attend class in person. The student should immediately notify the Assistant Dean for Student Development ([virgie.mouton@tmslaw.tsu.edu](mailto:virgie.mouton@tmslaw.tsu.edu)) and attend classes online.
3. Students who have been sick with COVID-19 symptoms, tested positive for COVID-19, or have been potentially exposed to someone with COVID-19 should attend classes online until they are cleared by their healthcare provider. The following is taken from the TSU & Coronavirus FAQs, <http://www.tsu.edu/about/administration/marketing-and-communications/coronavirus/faqs.html>:

Those who have recently traveled internationally or believe they have been exposed to the virus and are experiencing influenza-like illness, with fever greater than 100.3, and symptoms, including cough, body aches, severe sore throat or runny nose, should seek medical attention, especially if symptoms worsen.

**Students should contact TSU Health Services (713-313-7173) and identify themselves as having flu-like symptoms to obtain further recommendations and guidance.** Students should also consult with their regular health care provider or seek treatment at a local health center if they are overseas. Please call ahead to your health care provider to notify them of the reason for your visit.

For additional information about COVID-19, including signs and symptoms, transmission and risk of exposure, and what to do if you are exhibiting symptoms, please refer to the resources section. The CDC's website and Texas Department of State Health Services (DSHS) will also issue guidance for those planning to travel or who have recently returned.

4. While on campus and in classrooms, students should observe the rules for social distancing, social health etiquette, and general cleanliness.
    - a. Students should practice hand hygiene, cough etiquette, and general cleanliness.
    - b. Students should maintain at least 6 feet separation in all directions from other individuals.
    - c. Face coverings (over the nose and mouth) are required for all students. Students without a face covering will not be allowed to enter the classroom. Students with an approved exemption and who notify their professor before the start of class may be allowed to wear a face shield instead of a face mask.
    - d. Students should wash or disinfect their hands before each class and after any physical interaction with other persons in the classroom.
    - e. Students should maintain classroom cleanliness. Students should create a clean classroom environment by putting away unnecessary personal items and cleaning their seating area intermittently.
    - f. Students should not expect to enter the Law Building on a day other than the designated day for in-person attendance for an enrolled course. Entry will be permitted only if administration can determine that the maximum occupancy for COVID-19 social distance protocol has not been exceeded.
    - g. Students who do not comply with the rules for social distancing, social health etiquette, and general cleanliness may be subject to discipline up to expulsion from law school.
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## ATTENDANCE POLICY

5. Students are required to attend classes consistent with the format of the enrolled course.
  - a. Hybrid – instruction for courses in this format is delivered in person and simultaneously online. Enrolled students are divided into groups and required to attend weekly in-person classes on the weekday(s) predetermined by administration for the designated group. Students may only attend in-person classes on the administration-determined day to ensure that all enrolled students are guaranteed a physical seat for the class. Other class days for the week are to be attended online. Students who have COVID-related health and safety concerns in attending in-person classes must obtain a remote-instruction waiver from the Office of Student Affairs. The waiver can be requested for the entire semester or temporary, based upon the personal circumstance of the affected student.
  - b. Online – instruction for courses in this format is delivered 100% online.
  - c. For the 100% online course and the hybrid course online instruction component, both the American Bar Association and the Law School rules obligate the professor to

obtain assurance that the person who logs into the course online, participates in class, takes quizzes and exams, and engages in collaborative exercises, is the student enrolled in the course. Without being limited to the following methods of attendance verification, professors may require attendance to be contingent upon confirmation of identity via webcam or require webcams to remain on for the entire class period.

## **PARTICIPATION, ATTENDANCE & PROFESSIONALISM**

### **Class Attendance:**

Class attendance is required. As per Article III, §9 of the Student Rules of Matriculation, if you miss more than eleven (11) classes you may have your grade reduced up to two (2) letter grades, depending how far you exceed the limit. A dismissal from class for lack of proper preparation will count as a missed class. You are required to arrive at class on time and remain until dismissal. Those who arrive late, leave early, or who take restroom breaks during the class, disrupt the rest of us. It is, therefore, expected that you will arrive on time, remain until class is over and take restroom breaks before or after class. **The class attendance rule will be strictly enforced.**

### **Class Preparation:**

Prior to each class you are required to prepare written briefs for each case included in the Reading assignment and to develop a complete understanding of the cases, and the notes that follow each case. All briefs must be in your own hand writing. No printed materials will be allowed in class. The class discussion will center on your understanding of the cases and the area of law covered by the cases. It is expected that you will completely understand the assigned cases and the textual materials in the casebook when you enter the classroom.

Class is not a place for me to explain the cases and the textual materials to you. The classroom is, instead, the place for us to take what you learned from the cases and the textual materials to the next level. That is, we do not ask the question “what?” Instead, we ask “What if?” It is not helpful for me to ask “what if” unless you already know “what.”

As stated earlier, you will be expected to have written briefs. All briefs must be in your own hand writing. No typed materials are allowed. You may, however, bring your case books to class, but you will not be permitted to open them until I give you permission to do so.

You are also expected to handwrite answers to all assigned problems. I will randomly require you to turn in your written answers to assigned problems.

### **Class Participation:**

The classroom experience is not designed to provide an opportunity for me to demonstrate the depth of my knowledge about the subject matter. In fact, the classroom experience is designed to provide for you, the student, an opportunity to demonstrate to me the depth of your knowledge base. I will pose a series of questions to you based on the reading assignment. You will be expected to correctly answer all questions posed by me. If you are unable to properly respond to my questions, it says to me that you are not adequately prepared for class. Any student not adequately prepared will immediately be excused from class and will

be registered as not present. **One point will also be deducted from your total points when all of your examinations are combined.**

Lawyers are most often expected to think and respond on their feet. You are, therefore, required to stand in class whenever you speak. You will notice that I also stand when I speak. If you have some physical problems that make it difficult for you to stand you must see me during the first week of class.

## **What is the First Year of Law School About?**

**David Barnhizer**

Long ago and far away-actually not so far away (but long ago) since it was Columbus, Ohio-I became a First Year law student. Like most new law students I had successfully completed an undergraduate degree at a decent college, majoring in Psychology with a minor in History. I thought how different could law school be? After all not only had I received good marks in some complex courses I did quite well on the LSAT without any advance preparation because I was devoting any "spare" time to competing in basketball and track in college and earning spending money by playing poker and Blackjack. I quickly found out just how naive and ignorant was my assumption of educational competence. The reality is that I have never encountered such a profound "culture shock" and feeling of confusion, ignorance and inadequacy of the kind that hit me in the first term of my first year of law school study. The "secret" no one shared at that point is that the law school experience was designed and intended to do just that-and still is.

### **The "Socratic Method" or How to Bend an Unsuspecting Student's Mind**

Socrates is an old, dead Greek dude who is perhaps best known for drinking poison hemlock after a conviction for "corrupting the youth of Athens". The irony is that from the perspective of those in power he "corrupted" his students by teaching them to question everything, including the behavior and even the underlying legitimacy of the claim to power. Why do you think that countries such as China, Russia, and states ruled by powerful religious elites imprison or kill people who disagree with them or challenge their claim to power? Dictatorships cannot tolerate criticism or dissent.

To be an effective lawyer of the kind that inhabits an America organized under the system we call the Rule of Law you need to be "corrupted" in the sense of learning how to question, challenge, think, penetrate "smokescreens", and distinguish real facts from assumptions and opinions. You also must be able to apply all these skills to problems and situations of all kinds because that is what representing clients is all about. Theoretical knowledge without the skills required to apply may be personally satisfying for some but it is useless for lawyers and judges.

I mentioned Socrates above because if you are a new law student Socrates should probably be appreciated for his idea that we all need to be brought to the point where we understand the depths of our own ignorance before we are able to begin building a powerful and integrated system of awareness, knowledge and technical capability. That is one of the reasons law school teaching, particularly in the First Year, is often described as relying mainly on what is called "the Socratic Method". As a First Year teaching method it will often leave you feeling as if you are shadow boxing an invisible opponent from inside a paper bag. The Socratic Method is aimed at forcing people to question everything. Just when you think you understand something and grasp at a piece of knowledge as a lifeline, the teacher will do his or her best to make you question its certainty and reliability.

At this point you might want to say something to your law professor like "why are you messing with my head? Can't you just say what you mean and mean what you say? Enough games! Just tell me what the law IS!" Or you can rise up after the first three weeks and as a class belt out Pink Floyd's *"The Wall"* as in *"We don't need no education! We don't need no thought control. No dark sarcasm in the classroom. Teacher! Leave those kids alone!"* The problem is that while law students sometimes see what is going on as a kind of sadistic "madness" there is in fact a "method" in the First Year classroom and it is one that is essential.

### **Analytical Skepticism, Disbelief, Factual Distinctions and the Doctrines of Law**

When I was teaching Criminal Law or Jurisprudence to First Year law students I tried to help them understand that they were undergoing a transformative experience and not simply "learning stuff". You will never be the same after completing the First Year of law school. The "Socratic" teaching strategy of the first year is aimed at removing your preconceptions and teaching you the core skills of intensive analysis and skepticism along with awareness of the complex matrix made up of core principles of law, things we call "legal doctrines". That analytical skepticism and continual testing of the foundations and assumptions of everything, by the way, is one reason people don't like lawyers (or law students). We *are* irritating because we are always questioning, quibbling, asking "why" and challenging. "Regular" people do not like this.

This process of analytical skepticism includes making you question yourself, forcing you to distinguish "real facts" from assumptions, recognizing when something stated as indisputable is really an opinion or policy statement predicated on unstated assumptions or biases, and how to use language with precision. Simply put, the Socratic approach is designed to make us confront how little we actually know. While it is going on in the First Year this process has the inevitable effect of making us "feel stupid", frustrated and even angry. I remember the first time I dared to raise my hand in my Property class about three weeks into the term and answered the professor's question with what I considered to be a sophisticated response. He dismissed my effort with a comment that what I said was only a "social" argument that "had nothing to do with law". It took some time before I dared offer my view again. And Professor Lynn was a good and decent man, not mean or sadistic. On the other hand he was a law professor charged with the task of teaching First Year law students how to "think like a lawyer".

Trying to get my "head around" the shifting substance of legal doctrine in the First Year of law school was an enormous challenge. I did find, however, that after three months of intense frustration things started to come together almost subconsciously after returning from Christmas break and not having thought about the material I was studying for several weeks. Although I read only part of it, a classic book by former Chicago law professor Karl Llewellyn titled *The Bramble Bush* is well worth reading for First Year law students. Although it was first published more than half a century ago a new edition edited by the



University of Wisconsin's Stuart Macaulay and published in 2012 makes this insightful analysis of the First Year experience even more helpful as well as technically useful for the law student.

One of the critical distinctions between law school and virtually all other forms of education is that while you will be learning rules and law and facts because knowing "stuff" *is* always important, law is mostly all about application, interpretation, distinction, issue recognition, question formulation and criticism. Don't just tell me something doesn't "make sense". Tell me *why* it doesn't make sense and what would be needed to make it work within the specific doctrines of law applicable to the facts and situation. Don't tell me that a judicial decision "isn't fair" or "just" but define your terms, apply your most relevant legal doctrines and demonstrate the unfairness within the framework of the artificial system we call law.

### **Issue Recognition, Fact-based Distinctions, and Application of Legal Doctrines**

Ultimately, the question of your success in the First Year of law school depends on the quality of your development in the skills of issue recognition, fact-based distinctions, and the analysis and application of legal doctrines to specific issues and problems posed to you by the teacher. Having knowledge is of course important because analysis needs substance to manipulate. But using and applying that knowledge to problems-including recognition of what is not relevant-are the skills that are being taught as well as the performance for which you will be rewarded on your examinations. **Showing how much "knowledge" you possess is *not* what the First Year is about. Demonstrating the ability to use and apply that knowledge within compartments of relevance is the goal.**

Later on in your law school experience you will go beyond linguistic precision and learn how to use language to explain and persuade, or at times manipulate and obfuscate because, after all, that is a large part of what lawyers do. But in the First Year of law school you are being "stripped down" so that you can be rebuilt intellectually from the ground up. This experience is frightening, confusing, enervating and ultimately empowering for First Year law students who come to law school from the successes of undergraduate educations and find themselves treated as intellectual "babies" who know nothing and are treading on a foundation of shifting sand in the form of words, doctrines and norms. In a way, the First Year law school experience can be compared (and only a little "tongue in cheek") to the processes of Chinese Water Torture or the "death of a 1000 cuts". The first "drip" or "nick" seems almost laughable but as it goes on and on and on the cumulative pressure builds. I'll suggest some ways to deal with the pressure later in the semester when mid-term exams are coming up.

## A Few Other Things to Keep in Mind

### *You will be learning a "Foreign Language"*

Without going into lengthy explanations some of the following points might also help orient new First Year students about what to expect and how to cope. First of all, it is useful to think about much of the experience as one in which you are learning a new and mysterious "foreign" language that will often seem incomprehensible until "suddenly" you find that it is beginning to make sense. This process takes time. I remember struggling with the doctrine of consideration in the formation of a contract. You won't understand what I mean at this point but I had "visions of peppercorns" dancing in my head, along with pregnant cows and two different sailing ships Peerless who left an Asian port for England at the same time.

Nor should any human being have to deal with the byzantine doctrines related to future interests in conveyances of property or with what is called "The Rule against Perpetuities". This doesn't even begin to touch on the "Twilight Zone" of Civil Procedure doctrines and its morass of technicalities or the numerous fact-specific mental states involved in the commission of criminal acts. "Premeditation", "knowledge", "purpose", "reckless", "foreseeability", "reasonable doubt", "reasonableness", "strict liability", "subjective v. objective" standards for interpretation of behavior, and on and on. If there were real justice in the universe no one would be subjected to such mind-bending complexities. But such is law. After all, "a lawyer's gotta make a living."

### *First Year Classes Tend to be Large, Vicarious and "Passive" Activities*

For reasons that are largely economic the learning experience in the core First Year subjects takes place in large classes in which many students have an understandable fear of being called on. The size of the classes not only reduces the frequency of being "under the gun" but it makes the process largely vicarious in that you are watching other students "sweat" and interact with the teacher and expected to learn as a largely passive observer. If this seems a bit strange because most law professors would proclaim that the First Year experience is the most important in law school because the analytical skills being learned and the ability to distinguish and manipulate doctrine and facts are the foundational skills on which becoming an effective lawyer are constructed-it is.

This matter of large First Year classes makes the First Year of law school even more difficult and frustrating because much of the experience is passive and vicarious rather than fully participatory. Some law schools are seeking to move somewhat away from the "passive" model of the First Year to one more experiential and "active" but this raises significant economic issues for law schools. I had the good fortune to be assigned to an Honors class in Contracts my First Year of law school with only sixteen students. It was fantastic, highly participatory with a brilliant professor and it also helped me and the other participants learn more quickly what was going on and to transfer that knowledge to our other First Year courses in which there were 100 students in a section.

### ***We All Felt Inadequate in the First Year***

The new law student's fear of not fully understanding what is going on and trying to apply ideas and language that are technically unfamiliar even if they sound like words with which you dealt with before law school is not irrational. **Remember, we said the First Year Socratic approach is intentionally designed to dismember you intellectually and demonstrate your ignorance. To make matters worse, faculty members are seeking to use your inadequacy as an example to the other students in the class so in a sense you may find yourself a "tool" by which others learn what is going on.** Generally speaking your feeling of intellectual humiliation is aided by the fact that it takes several months before you have a real sense of what the teacher wants from you and that makes it difficult to know how to answer the questions that are asked. Basically, the best thing from August until the end of November you should hope that you are in class with a reasonably merciful professor.

### ***The Readings are often Designed to 'Hide the Ball'***

One of the problems is that you will be reading carefully edited case excerpts chosen for a very specific purpose rather than the complete case. This can be confusing because it offers only a piece of what the cases are about rather than the full context. In part this is a teaching strategy that could be called "hiding the ball" and its effect gives the teacher significant leverage in controlling the interactive process in the classroom. But the casebook authors choose the material to help create a specific analytical dialogue, to pose critical questions that put you through a desired developmental process centered on specific doctrines relevant to the material you are studying (Contracts, Procedure, Criminal Law, Property, Torts), and challenge you to open your minds to the nature of legal reasoning, relevance and problem solving. It can sometimes be helpful, however, and now is easily possible due to the on-line search systems, to look at the case being studied (after reading the text assignment) and obtaining a more focused and rich understanding of the specific issue in question.

### ***Study Groups, Commercial Outlines, Hornbooks, etc.***

You will also experience significant uncertainty about what best helps you learn the material. Along with this most new law students will have difficulty in organizing and structuring the material they are studying. Many students like to create study groups in which members of the groups take responsibility for a particular topic and then provide that information to other members. I tried this approach once and found that it was not something that worked for me because I approach information in a way that can best be described as "massive domination". I personally need to "feel" it, absorb data, and process it into my own patterns in order to achieve the comprehensive understanding I feel I need. This does not mean the approach will not provide value to others but the study group strategy has to be approached carefully. This is because some members don't fulfill their obligations. Others may not understand the subject to the degree you like or need and

their interpretations may be superficial or even misleading. If you form a study group early on in the term you simply do not know whether the other members are able or willing to do what is required.

Beyond the issue of study groups is the individual question of how to approach the material to maximize understanding and gain mastery. Many students have poor work habits, or are sloppy thinkers and mostly “BS” artists. They can sound good in a general discussion but the real test is the ability to recognize issues, avoid "red herrings" and tangents, understand what is being asked as well as what is not being asked, and apply law to facts with clarity and depth through a process of coherent writing. The study of law requires discipline and a focused strategy for success. There is a need to "work smart" rather than simply "work hard". There is no automatic reward for putting in massive hours. I have known students who burn themselves out with enormous effort but who never actually put the "stuff ' together as a system they can use to analyze problems. For me I found it most useful to actually read assignments, highlight what I saw as the most important issues and points, take detailed notes, and then about halfway through the term I would begin the process of creating a specific individualized outline of the material.

Many students like to rely on commercially published outlines but for me the process of generating and editing my own version allowed me to fully internalize the material to the point that it was easier to apply analytically. Other sources include what are called "Hornbooks" in specific subject matter areas and these can be helpful and easily accessed. But I emphasize that creating a coherent outline through your own labor offers a dynamic process that brings the material into a level of understanding that I never found was equaled by simply studying the works of others.

## **Four Step Study Method\***

### **I. Prepare for Class**

- \* Pre-Read for Context
- \* Read cases
- \* Brief/Brief/ Take notes, etc.

### **II. Attend Class**

- \* Take proper notes
- \* Participate either explicitly (i.e. by commenting in class) or implicitly (i.e. by actively engaging the dialogue and answering/criticizing others' answers in your head).

### **III. Review After Class/Cumulative Review**

- \* End of week, together with Step IV.
- \* Self-teach the law: Review notes; use hornbooks; work with study group, etc.
- \* Then, memorialize this maximum understanding for future use.
- \* The point is *to teach yourself* the law in this step.

### **IV. Text Yourself: Objective Self-Assessment**

- \* Prove to yourself that you really do understand the law
- \* Use MCQ's or your own materials to test your understanding of subjects covered in steps I-III.
- \* If you get about 7/10 or more right, you likely understand the subject and can move on.
- \* If you get 5-6/10 or below, you need to return to Step III and eliminate areas of misunderstanding.

\*Using Science to Build Better Learners: One School's Successful Efforts to Raise its Bar Passage Rates in an Era of Decline by Louis N. Schulze, Jr.

## POLICIES & PROCEDURES

### **Student Rules:**

It is the responsibility of each student to know the rules and regulations of Thurgood Marshall School of Law. You can access the Rules and Regulations Handbook on TMSL's website, [www.tsulaw.edu](http://www.tsulaw.edu), and clicking on the "Students" tab, then "Student Affairs," "Student Rules and Regulations," and finally "Student Rules and Regulations 2021-2022."

### **Computers and Cell Phones:**

The use of laptops, tablets, cell phones, or any other internet access/electronic device during a class session is strictly prohibited. Any student violating this policy will receive a letter grade reduction.



# THURGOOD MARSHALL SCHOOL OF LAW

## TEXAS SOUTHERN UNIVERSITY ACADEMIC CALENDAR 2021 – 2022

### FALL SEMESTER 2021 (SEVENTY DAYS OF CLASSES)

Orientation	Mon-Fri	August 9 – 13, 2021
<b>First Day of Class</b>	<b>Monday</b>	<b>August 16, 2021</b>
Last Day to ADD/DROP	Wednesday	August 18, 2021
<b>Labor Day (NO CLASSES)</b>	<b>Monday</b>	<b>September 6, 2021</b>
<i>Purge of all unpaid course selections</i>	Monday	September 15, 2021
<b>Mid Term Examinations</b>	<b>Mon – Fri</b>	<b>October 11-15, 2021</b>
Last Day to Drop a Class with grade of “W”	Friday	November 5, 2021
<b>Last Day of Classes</b>	<b>Tuesday</b>	<b>November 23, 2021</b>
First Year Professors’ Grades due	Tuesday	November 23, 2021
Reading Period (NO CLASS)	Wednesday	November 24, 2021
Thanksgiving Holiday	Thurs – Fri	November 25-26, 2021
Reading Period	Sat – Sun	November 27-28, 2021
<b>Final Examinations</b>	<b>Mon – Fri</b>	<b>Nov 29 – Dec. 10, 2021</b>
Commencement Exercises	Saturday	December 11, 2021

Please note that the calendar events and /or dates are subject to change.

## READING ASSIGNMENTS

August 16	Read Syllabus <b>Read: pp. 1-18</b> Introduction to Contract Law Discussion of Subject Matter and Course Requirements
August 18	<b>Read: pp. 18-34</b> Introduction to Contract Law
August 20	<b>Read: pp. 35-46</b> Objective Theory of Contract
August 23	<b>Read: pp. 46-60</b> Offer and Acceptance in Bilateral Contracts
August 25	<b>Read: pp. 60-78</b> Offer and Acceptance in Unilateral Contracts Problem 2-1
August 27	<b>Read: pp. 78-101</b> Postponed Bargaining: Agreement to Agree Problem 2-3
August 30	<b>Read: pp. 101-115</b> Consideration
September 1	<b>Read: pp. 115-129</b> Consideration
September 3	<b>Read: pp. 129-147</b> Consideration
September 6 September 8	<b>LABOR DAY (NO CLASS)</b> <b>Read: pp. 147-163</b> Mutual Assent under the Uniform Commercial Code Problem 2-5
September 10	<b>Read: pp. 163-174</b> Qualified Acceptance: Battle of the Forms
September 13	<b>Read: pp. 174-194</b> Qualified Acceptance: Battle of the Forms
September 15	<b>Read: pp. 195-209</b> Electronic and “Layered” Contracting
September 17	<b>Read: pp. 209-224</b> Electronic and “Layered” Contracting Problem 2-7



September 20	<b>Read: pp. 225-236</b> Promissory Estoppel
September 22	<b>Read: pp. 236-247</b> Promissory Estoppel
September 24	<b>Read: pp. 247-265</b> Promises in a Commercial Contract
September 27	<b>Read: pp. 265-277</b> Liability in the Absence of Acceptance
September 29	<b>Read: pp. 277-293</b> Liability in the Absence of Acceptance
October 1	<b>Read: pp. 293-296</b> Pre-Acceptance Reliance Problem 3-2; Problem 3-3
October 4	<b>Read: pp. 296-315</b> Restitution in Absence of a Promise
October 6	<b>Read: pp. 315-327</b> Liability for Benefit Received: Restitution
October 8	<b>Read: pp. 327-340</b> Liability for Benefit Received: Promissory Restitution
October 11	<b>Read: pp. 340-344</b> Problem 3-4 Problem 3-5
October 13	<b>Read: pp. 345-356</b> Statute of Frauds
October 15	<b>MID-TERM EXAM</b>
October 18	<b>Read: pp. 357-368</b> Statute of Frauds
October 20	<b>Read: pp. 368-380</b> Statute of Frauds Problem 4-1; Problem 4-2
October 22	<b>Read: pp. 380-394</b> Statute of Frauds – Sale of Goods Problem 4-3
October 25	<b>Read: pp. 427-437</b> The Parol Evidence Rule
October 27	<b>Read: pp. 438-451</b> The Parol Evidence Rule
October 29	<b>Read: pp. 451-460</b> The Parol Evidence Rule

November 1	<b>Read: pp. 395-416</b> Principles of Interpretation
November 3	<b>Read: pp. 416-427</b> Reasonable Expectations Doctrine
November 5	<b>Read: pp. 460-479</b> Problem 5-1; Problem 5-2
November 8	<b>Read: pp. 481-492</b> Implied Contract Terms
November 10	<b>Read: pp. 492-508</b> Implied Obligation of Good Faith
November 12	<b>Read: pp. 508-523</b> Implied Obligation of Good Faith
November 15	<b>Read: pp. 523-546</b> Implied Obligation of Good Faith Problem 6-1
November 17	<b>Read: pp. 546-558</b> Warranties Problem 6-4
November 19	<b>Read: pp. 558-570</b> Warranties
November 22	<b>EXAM</b>

## READING ASSIGNMENTS

January 10	<b>Read: pp. 571-578</b> Minority Incapacity Problem 7-1
January 12	<b>Read: pp. 579-591</b> Mental Incapacity
January 14	<b>Read: pp. 591-610</b> Duress and Undue Influence
January 17	<b>MLK DAY (NO CLASS)</b>
January 19	<b>Read: pp. 610-622</b> Misrepresentation and Nondisclosure
January 21	<b>Read: pp. 622-638</b> Misrepresentation and Nondisclosure
January 24	<b>Read: pp. 638-650</b> Unconscionability
January 26	<b>Read: pp. 650-664</b> Unconscionability
January 28	<b>Read: pp. 664-680</b> Unconscionability
January 31	<b>Read: pp. 680-695</b> Public Policy Problem 7-2
February 2	<b>Read: pp. 695-710</b> Public Policy
February 4	<b>Read: pp. 710-718</b> Problem 7-3; Problem 7-4; Problem 7-5
February 7	<b>Read: pp. 719-741</b> Mistake
February 9	<b>Read: pp. 741-757</b> Impossibility and Impracticability
February 11	<b>Read: pp. 757-771</b> Frustration Problem 8-1; Problem 8-3

February 14	<b>Read: pp. 771-782</b> Contract Modification Problem 8-4
February 16	<b>Read: pp. 782-801</b> Contract Modification
February 18	<b>Read: pp. 803-818</b> Express Conditions
February 21	<b>Read: pp. 818-828</b> Express Conditions Problem 9-1
February 23	<b>Read: pp. 829-841</b> Material Breach and Constructive Conditions
February 25	<b>Read: pp. 841-849</b> Material Breach
February 28	<b>Read: pp. 849-858</b> Anticipatory Repudiation
March 2	<b>Read: pp. 858-871</b> Right to Demand Adequate Assurances Problem 9-2
March 4	<b>Read: pp. 873-889</b> Computing Expectation Damages
March 7	<b>Read: pp. 889-901</b> Computing Expectation Damages
March 9	<b>Read: pp. 902-921</b> Foreseeability
March 11	<b>MID TERM EXAM</b>
March 14	<b>SPRING BREAK (NO CLASS)</b>
March 16	<b>SPRING BREAK (NO CLASS)</b>
March 18	<b>SPRING BREAK (NO CLASS)</b>
March 21	<b>Read: pp. 921-941</b> Mitigation
March 23	<b>Read: pp. 941-957</b> Mitigation and Nonrecoverable Damages
March 25	<b>Read: pp. 957-973</b> Nonrecoverable Damages Problem 10-1

March 28	<b>Read: pp. 982-999</b> Damages under UCC Problem 10-4
March 30	<b>Read: pp. 1001-1020</b> Reliance Damages
April 1	<b>Read: pp. 1020-1031</b> Restitutionary Damages
April 4	<b>Read: pp. 1032-1045</b> Problem 11-1
April 6	<b>Read: pp. 1045-1069</b> Specific Performance
April 8	<b>Read: pp. 1069-1092</b> Problem 11-2 Agreed Remedies
April 11	<b>Read: pp. 1093-1115</b> Third Party Beneficiaries
April 13	<b>Read: pp. 1115-1136</b> Assignment and Delegation
April 15	<b>SPRING HOLIDAY (NO CLASS)</b>
April 18	<b>Read: pp. 973-978</b> Buyers' Remedies under the UCC Problem 10-2
April 20	<b>Read: pp. 978-982</b> Sellers Remedies under the UCC Problem 10-3
April 22	<b>REVIEW</b>
April 25	<b>EXAM</b>