



TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL SCHOOL *of* LAW

PROPERTY

LAW 506-SECTION 2

FALL

PROFESSOR

FERNANDO COLON

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THE PROFESSOR

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LOCATION: 221 E

OFFICE HOURS: TWTh
1:00-4:00
(All other times by appointment only)

NOTE FROM THE PROFESSOR:

CLASSROOM RULES

The use of electronic devices for anything other than classroom participation will result in dismissal from class. Unprofessional conduct towards others will result in dismissal from class. Use of an incorrect exam number will result in a loss five points on each respective exam or assignment. Attendance is mandatory. Missed tutorial sessions will count as absences, unless otherwise instructed. Proper attire is mandatory. Habitual lateness will result in grade reductions.

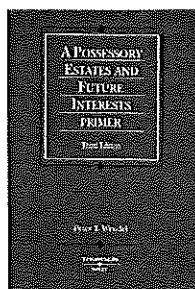
Always read the notes following the cases, and work the problems. Brief the cases and be ready to identify the issue and the rule of law in each case and to synthesize them into a general rule of law.

*****Syllabus is subject to change. ******

COURSE BOOKS & MATERIAL

Required Literature:

Fernando Colon-Navarro, PROPERTY, (Third ed. 2012)



Peter T. Wendell, POSSESSORY ESTATES AND FUTURE INTEREST PRIMER
(Third ed. 2007)

COURSE DESCRIPTION & OBJECTIVE

DESCRIPTION:

Objective

Property is a first year-required course. Property law is deeply grounded in the common law and is based upon rules dating back to feudal England. Modern law, in the form of torts and contracts-based doctrines, also influences property law. It is the objective of this course to help students navigate through these influences. A series of practice problems, drafting exercises, and graded exams will be administered to help gauge the students' understanding. Additionally, this course introduces students to the process of reading cases and statutes, as well as a series of value sets aimed at preparing them for the practice of law, in general. By the end of the academic year, students should be able to successfully pass the comprehensive exam, and they will have acquired the knowledge and skills required for the bar exam as well.

Purpose

The purpose of this syllabus is to provide students a roadmap of the course to help them prepare for class. This syllabus is not intended to answer all the questions that will arise during the semester; therefore, it is their responsibility to ask questions.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes.

Students will understand the basics of what it means to be a lawyer.

Students will also understand what it means to think like a lawyer.

Lastly, students will understand that law school requires a very particular level of effort and comprehension, which exceeds that required in a typical undergraduate-level—and even a typical graduate-level education.

GRADING

GRADES:

Assignments: 20%

Fall Midterm: 30%

Fall Final: 50%

ACCOMMODATIONS

If you require special accommodations, please fill out the necessary forms with the Dean's office. Your application and documentation will remain confidential. Your prompt attention will allow the law school to accommodate you, as soon as it has been made aware of your situation.

Please see:

http://www.tsulaw.edu/student_affairs/docs/2011-2012AccommodationsHandbook.pdf

PARTICIPATION, ATTENDANCE & PROFESSIONALISM

PROFESSIONALISM:

Because law school is a professional program, students are expected to act professionally. Acting professionally includes coming to class prepared and having read and thoroughly digested the reading assigned for homework. It also means avoiding disruptive conduct during class, such as talking, using cell phones, coming in late, leaving the classroom during class (absent extraordinary circumstances), or surfing the internet. Please review "The Texas Lawyer's Creed: A Mandate for Professionalism" to understand the level of professionalism expected of lawyers in Texas, *available at* https://www.legalethicstexas.com/Downloads/Texas-Lawyers-Creed/Texas_Lawyers_Creed.aspx

Professionalism is graded and includes (1) demonstration of professional behavior and choices, (2) the preparation of written briefs or any other written assignments, negotiation plans, deeds, judicial opinions; and (3) oral demonstration to my satisfaction of having digested the assigned reading. Students are welcome to review their professionalism performance at any point in the school year.

Written Briefs: Written briefs ordinarily are required for each case assigned, are to be in the **student's handwriting** and to be of a reasonable length, and include **ALL** of the elements below. Students, therefore, are strongly encouraged to use the downloadable brief template on this course's Blackboard page. Students must make their briefs as visible as reasonably possible to the professor during class or turn them into the professor upon request. Typed briefs are not permitted absent an institutional accommodation.

- Key Facts, including what happened procedurally.
- Issue-What is the legal question (or the question that the court is trying to answer)? The general formula is reference to the rule/use of legal "term of art"/legal choice + key competing fact(s).
- Holding-The court's answer to the legal question. (Yes/No)
- Rule-The rule articulated by the court, i.e. the "black letter law." It is very important to frame the rule in your own words, but to include the appropriate legal "term(s) of art" or choices, as these acts demonstrate comprehension of the rule and will aid in recall of the rule, especially at exam time.
- Analysis-Brief summary of the court's reasoning, or why or how the court came to its holding. (1-3 sentences)
- Conclusion- "Therefore" or "Thus" followed by a conclusive sentence, which reiterates the issue and gives analysis for the holding.

Oral Recitation: On any given day with or without notice, students may be asked to recite and/or to prepare orally to my satisfaction, a case, cases, or practice problems either before the entire class or in a small or paired grouping. In addition, students are required to have the



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current editions of the required textbooks. In order for students to gain as much practice as possible reading and analyzing cases, in preparation for legal practice, the only reference materials allowed during class, unless provided otherwise, are the texts, professor's handouts, and the student's personal notes. Please note that students who meet the standards for the written briefs (i.e. who have the relevant handwritten briefs for the assigned cases) still may not satisfy the professionalism requirement if they cannot demonstrate that they are prepared orally when called upon.

ATTENDANCE:

The Student Rules and Regulations do **not** provide for excused absences under any circumstance(s).

Students are provided a certain number of absences per class, per semester that may be used/taken for any reason whatsoever. The allowed absences follow this formula: [number of credit hours x 2] – 1, (Example: 3(hrs.) x 2 = 6 – 1 = 5 allotted absences for a three hour course for the entire semester).

Once the allotted number of absences are exceeded, a student's grade may be reduced. To this affect, a list of each student's name and the number of absences is submitted to the Office of the Dean at the end of each semester. As such, a scale is applied in order to calculate the grade reduction so that the rule is implemented in a uniform manner.

POLICIES & PROCEDURES

Please reference the Thurgood Marshall School of Law Student Rules and Regulations Handbook.



THURGOOD MARSHALL SCHOOL OF LAW

TEXAS SOUTHERN UNIVERSITY ACADEMIC CALENDAR 2017 – 2018

FALL SEMESTER 2017 (SEVENTY DAYS OF CLASSES)

Orientation	Monday-Friday	August 14-18, 2017
First Day of Class	Monday	August 21, 2017
Last Day to ADD/DROP	Friday	August 25, 2017
Labor Day (NO CLASSES)	Monday	September 4, 2017
<i>Purge of all unpaid course selections</i>	Thursday	September 20, 2017
Mid Term Examinations	Mon – Fri	October 16-20, 2017
VETERANS DAY (NO CLASSES)	Friday	November 10, 2017 (tentative)
Thanksgiving Holiday	Thurs – Fri	November 23-24, 2017
Last Day of Classes	Thursday	November 30, 2017
Last Day to Drop a Class	Thursday	November 30, 2017
First Year Professors' Grades due	Thursday	November 30, 2017
Reading Period (NO CLASS)	Friday - Sunday	December 1-3, 2017
Final Examinations	Mon –Fri	December 4 -Dec. 15, 2017
Commencement	Saturday	December 16, 2017

SPRING SEMESTER 2018 (SEVENTY DAYS OF CLASSES)

School Opens	Tuesday	January 2, 2018
First Day of Class	Monday	January 8, 2018
Last Day to ADD/DROP	Friday	January 12, 2018
M L K Holiday (No Classes)	Monday	January 15, 2018
<i>Purge of all unpaid course selections</i>	Wednesday	February 7, 2018
President's Day Holiday (No Classes)	Monday	February 19, 2018
Mid Term Examinations	Mon – Fri	March 5– 9, 2018
Spring Break	Mon – Fri	March 12 – 16, 2018
Good Friday (No Classes)	Friday	March 30, 2018
Last Day of Classes	Wednesday	April 25, 2018
Last Day to Drop a Class	Wednesday	April 25, 2018
First Year Professors' Grades due	Wednesday	April 25, 2018
Reading Period (No Classes)	Thur. – Sun	April 26 - 29, 2018
Final Examinations	Mon- Fri	April 30 – May 11, 2018
Hooding Ceremony	Friday	May 11, 2018
Commencement	Saturday	May 12, 2018

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

TMSLAW REGISTRAR
Approved 5/31/2017

READING ASSIGNMENTS

Week 1 & 2 Aug. 21-Sept 1

Contract for Sale (Text, pgs. 91-182).

1-Brokers

2-Sales Contract

- a) The Attorney's Role
- b) Statute of Frauds.
- c) What Constitutes Breach
- d) Remedies For Breach
- e) Risk of Loss
- f) Death of a Contracting Party
- g) Mistake

3-Transfer of Land

Contract for Sale Writing Exercise & Review – Saturday TBA

Week 3 Sept 4-8

Deeds (Text pgs. 183-220 (37 pages)

Student Learning Outcomes. Students will name the requirements for a valid real estate conveyance. Once determined, students will state the requirements for a valid deed 1) the parties name, 2) the property in question, 3) the price of the property; and identify the type of deed: either 1) a general warranty deed, 2) a warranty deed, or 3) a quitclaim deed. Once the type of deed is identified, students will recognize if there has been a valid delivery and the covenants of title associated with the deed. Students will also be able to indicate the remedies for a breach of the covenants of title. Distinguishable from deeds, students will also be introduced to mortgages. In mortgages, students will evaluate whether the mortgage falls under the lien theory or the title theory. With either deeds or mortgages, students will differentiate the two by examining practice problems and cases in the book. Students will analyze different types of deeds and mortgages to determine covenants of title and assuring good title is passed. To emphasize this students will compare different fact patterns to see when good title passes and if there is a breach of covenants of title. At the conclusion of this section, students will be able to measure their improvement of comprehension when comparing a pre-test and post-test assessment of the subject.

To facilitate these outcomes, students should be prepared to answer the following questions throughout in-class discussion:

- What are the requirements of a valid real estate conveyance?
- What are the requirements of a valid deed?
- What are the three types of deeds?
- In a conveyance when has there been a "delivery"?
- What are the "covenants of title"?

What are the remedies for a breach of the covenants of title?
How is a mortgage defined?
What are the types of mortgage theories?
What are the requirements to assure good title?

1-Deeds and Title protection

- a) Formal Requirements
- b) Substantive Requirements
- c) Marketable Title Acts

2-The Deed

- a) Title Covenants
- b) Warranties of title

3- Title Assurance

Week 4 September 11-15

Recording Statutes pgs. 212-300

Student Learning Outcomes: Students will indicate when a subsequent purchaser gets superior title over a prior purchaser. Additionally, students will have the opportunity to label a bona-fide purchaser as 1) someone who takes for value and, 2) someone who takes without notice. To determine who holds title in real property students will cite one of three recording systems: 1) the notice statute, 2) the race statute or 3) the race-notice statute. Furthermore, students will summarize who gets title by examining if there is a bona-fide purchaser and under what recording system the jurisdiction follows. Students will organize the three recording systems in a way to differentiate and distinguish them. Through, case synthesis and practice problems students will calculate who holds title based on the statute, and in the end be able to compare different scenarios to correctly evaluate who is entitled to the possession of the real property.

To facilitate these outcomes, students should be prepared to answer the following questions throughout in-class discussion:

- When does a subsequent purchaser get superior title over a prior purchaser?
- Who is a bona-fide purchaser?
- How many recording systems are there?
- What is the notice statute?
- What is the race statute?
- What is the race-notice statute?
- When does a subsequent purchaser get superior title over a prior purchaser?
- How many types of recording systems are there?
- Who is a bona fide purchaser?

1-Recording Acts

- a) How the System Works
- b) Types of Recording Acts
- c) Chain of Title Problems

- d) Persons Protected by the Recording System
- e) Marketable Title Acts
- f) Title Insurance.

Deed Writing Exercise & Review – Saturday TBA

Week 5 September 18-22

Mortgages pgs. 308-329 (21 pages)

- 1-Mortgage Substitutes
- 2-Financing Real Estate Transactions
 - a) Introduction to Mortgages and the Mortgage Market
 - b) Mortgage Foreclosure

Week 6 Sept 25-29

Concurrent Ownership pgs. 331-392 (61 pages)

Student Learning Outcomes. Students will describe what an estate is and label the three types of concurrent estates. Students will associate the requirements of each concurrent estate, in order to compare and contrast the characteristics. Through practice and application students, will be able to list the characteristics of a joint tenancy: that the tenancy was created with the right of survivorship; and the interest was created in the same: 1) time, 2) title, 3) interest, and 4) possession. Furthermore, students will differentiate between the modern view and the traditional view of a joint tenancy. Additionally, students will summarize how to convey a co-ownership and how a joint tenancy is created and destroyed. Students will formulate what the effect of destruction is to a joint tenancy and how a tenancy in common is created. Following the creation of a tenancy in common students will determine how a tenancy in common is destroyed. Students will also evaluate how a tenancy by the entirety is created and destroyed. Finally, students will conclude about what the rights and liabilities are of cotenants. Through a series of pre-test and post-test practice exams students will be able to judge and evaluate the three types of concurrent estates.

To facilitate these outcomes, students should be prepared to answer the following questions throughout in-class discussion:

- What is an estate?
- What are the three types of concurrent estates?
- What are the characteristics of a joint tenancy?
- What are the four unities of a
- How is co-ownership conveyed?
- How is a joint tenancy created and/or destroyed
- What is the effect of the “destruction” of a joint tenancy?
- How is a “tenancy in common” created and/or destroyed?
- What is a tenancy by the entirety?
- What are the rights and liabilities of cotenants?

Week 7 - October 2-6 open

Week 8

Oct. Oct 9-13 Review – Property midterm on Friday of this week

PRIVATE INTERESTS IN LAND: ESTATES AND FUTURE INTERESTS

Student Learning Outcomes. Students will define “estate” and recognize the difference between present estates and future estates. Subsequently, students will indicate the difference between freehold estates and non-freehold estates, and differentiate between an absolute estate and a qualified estate. Students will describe how a fee simple, fee tail and a life estate are created. Separately, students will examine the rights and obligations for a life tenant. Students will analyze what an estate for years is and how it is created and later terminated. Students will review the difference between a tenancy at will and a tenancy at sufferance. After the students have established the components of present estates, students will be introduced to future interests in estates. Students will diagram what a reversionary interest is as well as what a non-reversionary future interest is not. Students will contrast between a remainder and an executory interest. Students will differentiate between a contingent and a vested remainder based on unique facts patterns and practice problems. Furthermore, students will define the difference between a shifting and springing executory interest. After future interests have been defined, students will be given the rule against perpetuities to apply to the fact patterns. The rule against perpetuities will have students formulate a life in being as well as specifying a measuring life. By the end of this section, students should be able to correctly define and apply different estates and additionally, be able to read fact patterns to determine future interests while applying the rule against perpetuities.

To facilitate these outcomes, students should be prepared to answer the following questions throughout in-class discussion:

- What is an estate?
- What is the difference between present estates and future estates?
- What is the difference between freehold estates and non-freehold estates?
- What is the difference between an absolute estate and a qualified estate?
- How is a fee simple created?
- How is a fee tail created?
- How is a life estate created?
- What are the rights and obligations of the life tenant?
- What is an estate for years?
- How is an estate for years created and terminated?
- What is a tenancy at will?
- What is a tenancy at sufferance?
- What are the types of qualified estates?
- What is a reversionary future interest?
- What is a non-reversionary future interest?

What is the difference between a remainder and an executory interest?
What is the difference between a contingent and a vested remainder?
What is the difference between a shifting and springing executory interest?
What is the interest to which the rule against perpetuities applies?
What is a life in being?
What is a measuring life?

Week 9- Oct16-20 mid Term Week

Week 10-Oct 23-27

Estates and Future Interests

Lesson 28, there will be a formative assessment – post-test on concurrent ownership and a pre-test on estates and future interest

Present Possessory Estates

Lesson 29, Wendell pages 1-15 (Chapters 1-2), and 42-54(Chapter 4)

Defeasible Estates

Lesson 30, Wendell pages 17-37, and pages 58-93.

Week 11-October 30-Nov 3

Future Interests

Lesson 31, Wendell pages 98-134 (Chapter 7).

Section Exercises

- 1) Olive owned Blackacre, a single-family residence. Fifteen years ago, Olive conveyed a life estate in Blackacre to Lois. Fourteen years ago, Lois, who had taken possession of Blackacre, leased Blackacre to Trent for a term of 15 years at the monthly rental of \$500. Eleven years ago, Lois died intestate leaving Ron as her sole heir. Trent regularly paid rent to Lois and, after Lois's death, to Ron until last month. The period in which to acquire title by adverse possession in the jurisdiction is 10 years. In an appropriate action, Trent, Olive, and Ron each asserted ownership of Blackacre. Describe the estate.
- 2) Thirty years ago, a landowner conveyed land by warranty deed to a church (a charity) "so long as the land herein conveyed is used as the site for the principal religious edifice maintained by said church." Twenty years ago, the landowner died intestate, survived by a single heir. One year ago, the church dissolved and its church building situated on the land was demolished. There is no applicable statute. The common law Rule Against Perpetuities is unmodified in the jurisdiction. In an appropriate action, the landowner's heir and the attorney general, who is the appropriate official to assert public interests in charitable trusts, contest the right to the land. In such action, who will prevail?

- 3) Testator made out a will and left his land to his son, Bob, for life and then to the children of Bob. If there were no children, to Dora and her children. Testator dies. Bob is a bachelor with no children and Dora has two minor children. What are the rights of the parties?
- 4) Kendis owns Villa Morris in fee simple, and following her husband's death she conveys Villa Morris: "To my only child Canda, for life, remainder to the children of Ace in fee simple." Ace was Canda's only child at the time that conveyance was made. Note, however, that both Canda and Ace were married, but Ace had no children at the time of conveyance. With regards to Ace's own children (Kendis's great-grandchildren), what interest would they hold on conveyance? Why?
- 5) Florence conveys land, "To Lisa and her heirs, except if Lisa tries to convey the property, then to Eric and his heirs." During Eric's lifetime, describe his interest?
- 6) Leroux owns Lorien Gardens in fee simple and in 1970 converts the land "to Jamal for life and to the first child of Jamal's brother Kurt, who shall reach the tender age of 21 years." At the time of the conveyance in 1970, Kurt is unmarried. In 1976, Kurt marries and in 1978 Kurt has a daughter, Loriel. Assume that Kurt dies before Loriel becomes 21 and the jurisdiction does not have the common law rule of destructibility of contingent remainders. Who owns Lorien Gardens?
- 7) Romeo owns ocean front property and conveys it, "To the woman who is the most precious and special person I have every known, Juliet, for life, then to the heirs of my brother, Monty." At the time of the conveyance, Monty has not yet married, preferring the swinging singles life, and has no children that he knows of. At the time of Juliet's death, Romeo is still alive and Monty is unmarried and childless. When Juliet dies, to whom should her interest go? Why?
- 8) Bruce owns Icebellow Farm. He is nearing retirement, but his kids show no interest in farming the earth and raising grain. He puts his highest hopes in his son Murray, a cheesemaker, thinking that he will someday come around, after a few years. Bruce is diagnosed with a week to live, based upon a tetanus infection, and drafts his will. It reads: "I leave Icebellow Farm to my best friend and good neighbor, Wong, for life, then to my eldest son Murray in fee simple absolute." The remainder of Bruce's property is to be divided among his remaining children, his only heirs at the time of his death. Bruce passes away and his estate is dispersed. Weeks later, Wong discovers that Icebellow Farm has diamonds beneath the surface and begins to start mining the property and digging tunnels. Murray asks Wong to stop the mining, but Wong (who has 3 kids in college) refuses. Murray sues seeking to stop Wong. How should the court rule? Why?

Regulating Conveyances

Week 12-Nov 6 -10

Lesson 32, Wendell pages 146-167 (Chapter 10-11)

Rules Against Perpetuities

Lesson 33, Wendell pages 172-205 (Chapter 12)

Lesson 34, formative assessment (post-test) on estates and future interests.

Sample Exercise

- 1) Arthur's estate plan included a revocable trust established 35 years ago with ABC Bank as trustee.. The principal asset of the trust has always been Blackacre, a very profitable, debt-free office building. The trust instrument instructs the trustee to pay the net income "to -Arthur for life, and, after the death of Arthur, to pay the net income to his wife, Alice, for -life; and, after her death, to distribute the-net trust estate as she may appoint by will, or in default of her exercise of this power of -appointment, to my son (her stepson), Charles." Arthur died 30 years ago survived by Alice -and Charles. Arthur had not revoked or amended the trust agreement. A few years after Arthur s death, Alice remarried; she then -had a child, Marie; was widowed for a second time; and, last year, died. Her will contained -only one dispositive provision: I give my - -entire estate to my daughter, Marie, and I -intentionally make no provision for my stepson, Charles. Marie is now 22 years old. -The common-law Rule Against Perpetuities is unmodified by statute in the jurisdiction. There-are-no-other-applicable-statutes-- Charles brought an appropriate action against Marie to determine who was -entitled to the net trust estate and thus to Blackacre. Discuss all possible issues.
- 2) Mame is affluent and in her will dated March 1, 1950 leaves everything to Patrick. Mame dies in 1991. When Patrick meets with Mame's executors, Patrick learns that 2 pieces of property were deeded to others; namely, the Rough Ride Ranch to Brigitta in 1975, and the Vino Vicarage to Rosalind in 1990. The deed to the ranch includes the clause: "for so long as the property is used to house sick parakeets. If the property is used for any other purpose, then it goes to the Able Aviary Association." The deed to Vino Vicarage includes: "as long as the vicarage is used as a headquarters in campaigning for a tax cut for the wealthy to pass by 2000. However, if the tax cut is passed before 1990, then the property should pass to Patrick at that time." Mame died leaving only one son, Fred, who was a bastard who never called his mother and so received nothing at all in Mame's will. This is a common law jurisdiction, and the state's probate laws provide that future interests, or estates in real property, may be passed by will or descent in the same manner as present or possessory interests. (Note that neither Brigitta, nor Rosalind qualify as a charitable institution.) At the time of Mame's death, describe Patrick's interest.

Week 13-November 13-17 - Open

Week 14-Nov20-24 Thanksgiving

November 27-Dec 1- Review

Reading Period Dec 1-3

Fall Final-Dec 4-15