

LAW 7103-03: TORTS I

FOCUS TEAMS

Prof. Bell
Fall 2009

FOCUS TEAM GUIDELINES

As the syllabus explained, you will each have the opportunity to earn 8 participation points by serving on a team of students tasked to focus on a particular class. Please see below for your team assignment. Those 8 potential points come from two separate exercises: a question-and-answer ("Q&A") project worth 4 points to each participating team member and a review presentation worth 4 points to each participating team member.

Here are the guidelines for you to receive 4 points for your Q&A project:

- 1) At the beginning of the class assigned to your focus team, hand me a printed document that includes both your team's question and its own (perhaps tentative) answer. Do not copy a question from the text; come up with something new. Your submission need not adhere to any particular format, but it should express your Q&A clearly and succinctly.
- 2) Choose a question that will explain some aspect of the assigned readings, such as by posing an illuminating hypothetical or by contrasting two cases. Rather than simply offering the class your answer, help your classmates figure it out by engaging them in Socratic questioning. At the conclusion of your brief Q&A session, offer your team's answer.
- 3) To receive points for this Q&A exercise, you must be present in class and play some role your team's presentation. Excuses for showing up to class too late, or not at all, will avail you nothing on that count. I leave it to you to work out the details of how to divvy up your team's work, but a three-person team might find it convenient to have one team member read the question, another call on fellow students, and a third read your team's answer.
- 4) Notify me when our classroom discussion has reached an appropriate moment for your Q&A. Especially if your team has chosen a topic towards the end of the assigned reading, you will want to ensure that you get to do your Q&A before we run out of class time.

- 5) Assuming that your team in good faith satisfies those criteria, each member of it will receive 4 class participation points; if not, then all will receive zero points.

Here are the guidelines for you to receive 4 points for your in-class review:

- 1) Start the class *after* the one you've been assigned by orally reviewing the substance of the *prior* class. Prepare to receive questions from your audience.
- 2) By or before 10 a.m. of the day of your oral presentation, give my administrative assistant, Frank Alvarado, a written summary of your review in .doc (not .docx) format. You can email Frank at <falvarad@chapman.edu>. You need not worry about distributing copies to your colleagues; Frank and I will take care of that.
- 3) Fit your written review on one letter-sized sheet of paper and put it in an outline format. Use single-spaced 12-point Courier, a top margin of 1 inch, and other margins of 1.25 inches. Those formatting requirements admit no exceptions. More generally, you should strive to format your review along the lines of the examples I will have distributed to the class.
- 4) You must give part of your team's oral presentation to receive any points for the project. That means, of course, that you must be present. Excuses for showing up too late, or not at all, will avail you nothing on that count.
- 5) Assuming that your team in good faith satisfies those criteria, each member of it will receive 4 class participation points; if not, then all will receive zero points.

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<u>Assigned Class</u>	<u>Team Members</u>
3	Nelson, Mahler, Silverthorne
4	Kebede, Fortino, Wu
5	Bhatia, Shively
6	Combs, Beck, Schoenberg
7	Mahajer, Vosberg
8	Waites, Briseno, Bilek
9	Mielke, Stalter
10	Robertson, Myro, Lynch
11	Burnett, Windbiel
12	Nahigian, Burns, Yadegari

13	Grabot, Hadikusumo, Alcantara
14	Schwartz, Benson
15	(midterm exam—no team review)
16	Pollenz, Sullivan
17	Bei, Hensley, Gonzalez, D.
18	Coe, Simon
19	Bondarian, Gonzalez, L., Yim
20	Odell, Mas
21	Refahiat, Iskaq, Zinberg
22	An, Safi, Gacia
23	Angeles, Kuhn, Shute
24	Mitchell, De la Haye, Liu
25	Ellison, Stefko
26	Lembo, Gomez-Ortigoza
27	Stenberg, Brownell, Belin
28	Bell (course review)