

Western State College of Law

***Community Property***

*Fall Semester 2018*

Class Days and Times:

Tuesdays & Thursdays, 6:40 – 9:50 p.m., Room 214

Syllabus & Policies

Professor Jason A. Blonska

Office Location: 17822 Seventeenth St., Ste. 407, Tustin CA 92780  
E-mail: jason@blonska.com  
Phone Number: (714) 565-7800  
Office Hours: Appointments can be scheduled directly with me. Email me or, preferably, see me before or after class to set up an appointment.

Course Objectives:

1. To introduce students to the substantive legal rules that courts and legislatures have developed in identifying, valuing, managing, and distributing property acquired during marriage.
2. To enhance the student's analytical skills through the use of cases and problems.
3. To enhance the student's statutory interpretation skills through the use of various community property statutes.
4. To effectively understand community property principles so you can advise your future clients of their rights and responsibilities under California law. Even if you don't practice family law, many of your clients will be married, so this is important information to know. That's why community property is bar tested.

Required Texts:

Casebook: Grace Ganz Blumberg's Community Property in California, Aspen Law & Business (7th Edition). This is the 2016 Casebook, and includes several new cases and statutes recently implemented that impact major community property principles.

Attendance

Attendance is required for all classes. Any student with more than two (2) absences will be academically disenrolled from the course and will receive a grade of "W" or "F" on their transcript as provided under the applicable attendance policies in your Student Handbook. It is your responsibility to keep track of the number of your absences. Because this course is bar-tested, I cannot waive or excuse any absences.

Please be punctual. We will start class promptly at 6:40 p.m.

### Class Participation:

Class participation is required of all students. Class participation consists of being prepared when called upon, and bringing the casebook to class. For each day's materials, I will call on students randomly.

### Methodology:

This course will use the case method of learning:

*The case method.* Your textbook also contains cases, notes and questions. You are responsible for reading and briefing all assigned material.

This course will also, in conjunction with the case method, use a collaborative approach to mastering the family law cases included in the textbook

### Examinations and Grading:

All students will receive a numeric grade for the course. Course grades will be based upon a point system. Your grade will be based upon a final exam, which will be worth 90 points, and class participation/additional class assignments will be worth 10 points.

The final exam will be a two-hour examination. The exam will be a closed book exam, which means that you will not be able to bring anything into the exam except a pen, a ruler, a standard calculator with no memory functions, and your laptop with the appropriate exam taking software. The exam is intended to mock a bar exam question or questions. To prepare for your exam, you should review sample community property questions that have been on the California Bar. As we near the end of the summer session, we will discuss effective approaches to spotting issues and preparing for the final examination.

### Reading Assignments and Preparation for Class:

We will cover the material in the following order. You should always be at least 100 pages ahead of where we left off from the last class to be considered prepared. The 100 pages are only a minimum and there will be times that we may go faster than 100 pages. You need to read the relevant statute sections listed within your assigned reading. For the first day of class, you will need to have read the first 60 pages assigned below (chapters 1 and 3). During each class session, we will discuss the cases covered in the material, and will also examine how the rules in each case apply to California's community property approach to marital dissolutions. In order to comprehend the material discussed in class, and also to make sure we cover everything during the summer semester, it is vital that you are prepared for class. It is expected that for each three hour class session, you will have spent a minimum of six hours preparing for class, reviewing the cases, outlining the material, and preparing answers for the notes and questions. For every hour in our class, you should be dedicating two full hours of reading, preparation, and self-study on the material we will be covering in the upcoming class. You should also prepare your own questions to ask your classmates and me regarding this material.

Chapter 1 (pages 1 – 13 only)  
Chapter 3  
Chapter 4  
Chapter 5  
Chapter 6  
Chapter 7 (starting at page 392)  
Chapter 8  
Chapter 9 (skipping pages 572 - to end of chapter)  
Chapter 11 (starting at page 642)  
Chapter 12

The following guidelines and policies are attached and incorporated into this Syllabus:

1. Western State College of Law Programmatic Learning Outcomes (PLOs)
2. Argosy University Institutional Learning Outcomes
3. Disability Services Statement

---

### **Western State College of Law – Programmatic Learning Outcomes**

**Western State College of Law’s curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:**

**(1) Doctrinal Knowledge**

Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Association, Evidence, Civil Procedures, Constitutional Law, Estates, Community Property, Remedies, and Professional Responsibility.

**(2) Practice Skills**

Students will demonstrate the development of other law practice skills. Each student’s chosen outcomes within this category will be varied based on the student’s particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice,

assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.

**(3) Legal Analysis**

Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule, and be able to evaluate how public policy can impact the application of a rule to the legal issue.

**(4) Legal Research**

Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.

**(5) Communication**

Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker's ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author's ideas).

**(6) Advocacy of Legal Argument**

Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.

**(7) Client Sensitivity and Cultural Competency**

Students will demonstrate an awareness of clients' needs and goals, including a sensitivity to clients' background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.

**(8) Legal Ethics**

Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.

**Argosy University – Institutional Learning Outcomes****1. Analytical Reasoning**

Analyze issues objectively, interpret and synthesize data and ideas, and develop feasible, flexible, and creative solutions to real world problems

**2. Effective Communication**

Identify audiences, assess information provided, interpret needs, and present relevant information using appropriate written, oral, and listening skills and media to meet the needs of the situation

**3. Information Competency**

Gather, evaluate, and ethically use information from a variety of relevant technological and library resources to make decisions and take action

**4. Interpersonal Effectiveness**

Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual and group goals

**5. Personal and Professional Integrity and Ethical Behavior**

Demonstrate a multi dimensional awareness of individual and social responsibility to act ethically and with integrity in a diverse, global society.

**6. Professional Competence**

Apply skills appropriate to program objectives and employ critical reasoning to contribute to one's field and profession

**DISABILITY SERVICES STATEMENT**

Western State College of Law provides accommodations to qualified students with disabilities. The **Disabilities** Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law.

To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Students Services Suite 119. Dean Espinoza's phone number and email address are: (714) 459-1117; [despinoza@wsulaw.edu](mailto:despinoza@wsulaw.edu). When seeking accommodations, a student should notify Dean Espinoza of her or his specific limitations and, if known, her or his specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza; or please notify Dean Allen Easley at [aeasley@wsulaw.edu](mailto:aeasley@wsulaw.edu) or (714) 459-1168. Complaints will be handled in accordance with the College of Law's "Policy against Discrimination and Harassment."