



You've entered law land...

and now you'll never come back.

Mondays: 12:00 – 2:45 pm | SASC 251

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office hours by appointment only

Building a Foundation to Thrive in the Legal Profession

Syllabus¹

I. Course Description



What does it mean to “practice law”? Our society, thanks in large part to mainstream media, stereotypes lawyers as brilliant individuals (never shown actually working), who are competitive, argue a lot, beat their chests and shout in courtrooms, fight for justice, are prestigious members of the community and make loads of money.

This leads many students to think: “I like money and prestige. My mom tells me I am good at arguing; and I am smart; therefore, I will be a good lawyer!” The portrayal of lawyers on TV and in movies is vastly different from the reality. Students often narrowly focus on obtaining acceptance into their dream law school without first understanding the realities of the day-to-day practice that will follow. Intelligent students will undoubtedly gain admission to one of their dream schools, but then what?

Students who successfully complete this course will come away with a better understanding of (i) what it means to practice law, (ii) the path to entering the field and (iii) how to thrive once you’ve joined the profession. This course is designed for,

Required Purchases

- *Myers-Briggs Assessment (\$20.00) before Sunday September 10 at 11:59pm. See Schedule for details.

Recommended Text

- Helene Shapo, et al., Writing and Analysis in the Law, Foundation Press (2013), 5th Edition. ISBN-10: 1609302729 | ISBN-13: 9781609302726.
- Andrew J. McClurg, 1L of a Ride: A Well-Traveled Professor’s Roadmap to Success in the First Year of Law School, (2013) 2nd Edition. ISBN-10: 0314283056 | ISBN-13: 978-0314283054.
- The Blue Book: A Uniform Citation System, (May 15, 2013) ISBN-10: 0692400192 | ISBN-13: 978-0692400197.
- **Case law, articles from academic journals, and other reading assignments:** Will be provided in digital format to students throughout the term via Canvas.

¹ This Syllabus was designed by Kristen A. Corpion solely for educational purposes. This document (minus pictures) is the intellectual property of Kristen A. Corpion and should **not** be distributed for use and/or copying, unless Mrs. Corpion expressly authorizes distribution. *A special thank you to my wonderful Student Assistants who have helped me with this project and so much more!*

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- (a) pre-law students who absolutely intend to practice law in the future,
- (b) students considering attending law school, and
- (c) student with a passing curiosity and interest in learning about the legal profession.

Interested students are invited to work with Professor Corpion to analyze whether the law is the best path for their future career goals and to custom tailor a plan that suits the individual desires, goals and personality of each unique student. No matter your initial goal, by the end of this course students will be better able to read, speak, think, and write “like a lawyer”. Honing these skills is a tremendous and transferable asset that can be applied to any career field.

Together we will think deeply and critically about the complex problems associated with governing people and behavior, the crucial role of the advocate, the modern practice of law and modern legal education in America. Students will apply the foundational skills (*e.g.*, legal writing, reading, and thinking 101) learned in the beginning of the course to analyze and brief case law. Students will engage in the study of various topics covered in the first year of American law schools (property, contracts, torts, civil procedure, criminal law, etc.). Students will hone their oral advocacy skills through various public speaking opportunities, use of the Socratic method, and participation in an in-class mock trial. This class is interactive. Students will have the opportunity to learn by doing. Students will also have the opportunity to meet and engage with interesting practitioners in our community, and, if possible, to attend engaging out of class experiences.

Together we will build a fun and supportive classroom community that encourages the lively exchange of ideas, promotes vigorous debate, and is respectful of all opinions. Students will receive a unique, academically challenging, and enjoyable introduction to the legal professions!

II. Structure

This course is a full-year course that is divided into semesters for scheduling and grading purposes. Your grades reset at the beginning of each semester.

III. Expectations

a. Attendance. Attendance at every class is mandatory. Absence from class will affect your participation grade. If your absences are excessive, it may cause you to fail the course entirely.

- i. **Excused absence.** I will excuse no more than one absence per semester, only if the student makes-up the missed class time by attending a pre-approved event that in some way relates to the subject matter of the course and submitting proof of attendance at the make-up event (*e.g.*, a time-stamped photo of you attending the event, etc.). **Pre-approved means ask me before attending the event, to ensure that the event will qualify for make-up points.**



- ii. **Arriving late / leaving early.** Students who arrive late or leave early may

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lose attendance and participation points proportionate to the amount of time missed. Students who miss more than ½ of the class are likely to be marked absent and are encouraged to discuss their participation/attendance grade with the Professor immediately.

- iii. **Sign-in Sheet.** I utilize a sign-in sheet to keep track of attendance. Students are responsible for signing-in at the beginning of each class session. Failure to sign-in, even if you attended the class, will result in an attendance score of 0. No exception. It's your responsibility to sign-in, even if you are late.

- b. **Participation.** Each student is expected to contribute to the discussion in each and every class. Each student's contribution to the class discussion will be tracked. It is the student's responsibility to speak up in class—whether called on or not—and to meaningfully participate. **Participation credits can only be earned by being in class. Students who do not participate will be given the grade they've earned.**
 - i. **Be prepared.** I expect every student to be prepared for class and ready to *read, write, and participate in discussions*. The practice of law requires lots of reading, writing, and critical thinking. I expect you to critically read the assigned text and be prepared to discuss (verbally and sometimes in writing) complex subjects for each and every class. Students should come to class alert, awake, and mentally prepared to engage in active learning. Students should also be prepared to participate in group activities and interactive workshops.

 - ii. **Random on-call system.** Most modern law schools employ the Socratic Method. The Socratic Method is a form of cooperative argumentative dialogue between, in the law school context, students and their instructors. It is based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presumptions. I will use a random on-call system to determine which students will be participating in various in-class activities, including case discussions, Socratic Method, and other assignments. It is imperative that all students come to class prepared to participate.²
 - 1. **“Pass”.** Students are allotted one pass per semester. To pass, you must verbally (or by writing it on a piece of paper and handing it to the Professor) notify the Professor at least 5 minutes before class. *Email notifications will NOT be accepted.* When you elect to pass, your name will be removed from the on-call list and you may earn no more than ½ a participation point for that day. Only 3 student passes will be allotted per day, first come first served.

² Students that have an *extreme fear* of public speaking, speech impediment, anxiety, or other *extreme circumstances* that may affect their ability to participate in the random on-call system should discuss their concerns with Professor Corpion at the beginning of the semester or immediately upon developing the condition. Students with these conditions will NOT be excluded from participating in-class, but Professor Corpion will work with you, within reason, to make the experience less nerve racking.

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IV. Grades

The grading scale is as follows: 100-90=A; 80-89 = B; 70-79= C; 60-69= D; and ≤ 59 = F. Your grade will be determined by a combination of (a) attendance and participation (approx. 35%), (b) homework and in-class assignments (approx. 35%), and (c) exams (approx. 30%). Professor Corpion reserves the right to alter the weight of each section as needed.

V. Writing Assignments³

Lawyers are expected to be great writers. Sadly, the level of technical training received during law school is often insufficient to prepare future lawyers for the expectations that will be unceremoniously dumped on their shoulders as a practicing attorney. To set you up for success, the writing requirements for this class are intensive and designed to prepare you for what will be expected of a future attorney.

Students who do not have a strong foundation in writing will need to do extra work to prepare for the complex writing required in this course. To supplement your writing development, I recommend you work with the writing counselors available to you on campus at the [FIU Center for Excellence in Writing](#). I also recommend that you enroll in other advanced writing classes to improve your drafting abilities. I am happy to work with you individually outside of class.

Assignment requirements. Unless otherwise stated, *all* writing submissions (essays, homework, papers, etc.) **must** follow this format:

- Your submission must be typed in a Microsoft Word Document (not a pdf., not word perfect, not within the body of an email, etc.).
- Your submission must be single-spaced, 12-point font, with 1-inch margins.
- Your submission must be properly cited (using the Bluebook). Every sentence that should be attributed to a cite needs to include appropriate citation.
- Your submission must be submitted on time. Professor Corpion reserves the right to give zero credit to any assignment that is not submitted on time and may, at her discretion employ the following penalty for late submissions: submissions received within 24 hours of deadline may receive at 20 percent deduction. Submissions received more than 24 hours passed the deadline will receive a 30 percent deduction.
- Students must submit assignment by doing both of the following:
 - (1) An electronic submission, Word Doc format only, using *Canvas*; and

³ Some writing assignment assigned during this course may fulfill The Honors College's portfolio learning outcomes. As writing assignments are assigned, you may check to see if they satisfy portfolio learning outcomes by following this link: <http://honors.fiu.edu/current-students/portfolio/>.

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- (2) A printed hard-copy submission brought to class and handed to the Professor. The printed copy should be single-sided and stapled (not paper clipped or folded in place of a staple) in the top left-hand corner.

Lawyers are expected to satisfy detailed submission rules depending on the forum of their submission. Doing so is often tedious. But one's failure to follow the rules can result in severe penalties, including losing your client's case, being sanctioned by the court or losing your license and ability to practice law. I expect you, as self-identified future lawyers to take these requirements seriously. **Your failure to follow submission guidelines will result in an automatic 20 percent grade deduction to the assignment submitted.** No exceptions.

VI. Academic Honesty

Students found guilty of academic misconduct, which includes plagiarism, will receive an F in the course and will be subject to further disciplinary action.⁴

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is responsible for plagiarism.

VII. Schedule⁵

This course will be held weekly on Mondays from 12:00 pm to 2:45 pm in room SAS 251, unless the class is relocated to accommodate a class fieldtrip. Students will be given notice of the time, date, and location of class fieldtrips, so that they may prepare accordingly. Students are expected to arrive on time, whether located on or off campus. Students who arrive late or leave early may lose partial or full attendance or participation points. The following outline summarizes

⁴ For more information on what constitutes plagiarism and a short quiz, see <https://www.indiana.edu/~tedfrick/plagiarism/index2.html>.

⁵ Your instructor reserves the right to adjust the class schedule (topics, assignments, etc.) as necessary throughout the semester. Students are responsible for regularly re-downloading the syllabus from Canvas to ensure that they are reviewing the most up-to-date version of the document.

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the topics that may be explored during the course and the assignments that students are expected to complete. A more detailed schedule will be provided upon enrollment in the course. Students are expected to check Canvas for the details (and will have an assignment on the first day of class).

Part I. The Building Blocks: Introduction to Self-reflection, Law School, Legal Analysis, Legal Writing and Reading Case Law

Aug. 20 - Class 1		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
A. Course introduction (operations) <ul style="list-style-type: none"> - About your instructor - About the course/syllabus <ul style="list-style-type: none"> o Syllabus review/quiz - About you <ul style="list-style-type: none"> o Survey / opinions - break - - Codification and Collaboration <ul style="list-style-type: none"> o Class rules / contract activity 	<ul style="list-style-type: none"> • Understanding of syllabus & expectations for this course • Community building (among students and instructor) • Codification – introduction and analysis • Develop shared course rules 	<u>Assignments/reading (due for this class)</u> Read (as found on Canvas and sent to you via email): course syllabus in detail (possible quiz!); Slanski, The Law of Hammurabi and Its Audience (Yale Journal of Law & the Humanities) <ul style="list-style-type: none"> • Complete the Course Survey via Google Forms no later than 11:59 am on August 20th.

Aug. 27 - Class 2		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
B. Law School 101 & Goal Setting <ul style="list-style-type: none"> - Working backwards: what does it mean to be a lawyer? Stereotypes vs. reality. <ul style="list-style-type: none"> o Law school generally, application process, LSAT, timeline, etc. - break - - Getting to law school/Professional Development Plan, and resources available to you 	<ul style="list-style-type: none"> • Set personal law school goals • Understand reqs to attend law school and timeline • Develop list of practical resources to rely on 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas <ul style="list-style-type: none"> • Review the Professional Development Plan Template 1 • Individually complete Sections III (a), (b), (c), d(i) and (e). This research will take some time. Don't procrastinate! • Come to class with at least three questions about the admissions process based on your reading and research.

No class on Labor Day (Sept. 3)

REMINDER: Myers-Briggs Assessment & other HW ☺

Sept. 10 - Class 3		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>

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<p>C. Building a proper foundation: Knowing yourself, Professional Branding and Personal Goal Development</p> <ul style="list-style-type: none"> - Understanding the person behind the professional: Myers-Briggs Workshop with FIU Career Services - break - - Putting it together, the culture of the legal profession. 	<ul style="list-style-type: none"> • Internal analysis necessary – Is law school right for <i>me</i>? Is my natural personality suited to the profession? • Who we are vs. what we make ourselves • Intro to FIU Careers Services as a resource 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas</p> <ul style="list-style-type: none"> • Complete the *Myers-Briggs Assessment (\$20.00) by Sunday, September 9 at 11:59pm: step 1, Follow link, add to cart, click on cart, proceed to checkout: https://ctdpay.fiu.edu/product/mbti/; step 2, YOU MUST UPDATE THE ADDITIONAL NOTES SECTION IN CHECKOUT. As you are inputting your purchase information, please note the n the “Additional Information section” of the form, which says option, but is mandatory for you. Please enter your full name, student ID and the full name of this course in the “Additional Information” section. <p><i>Failure to complete assessment will result in loss of HW assignment points and loss of in-class participation points.</i></p> <ul style="list-style-type: none"> • Submit corresponding Plan section
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Sept. 17 - Class 4		
Concepts taught	Objectives	Assignments
<p>D. Building from a proper foundation: Thinking like a lawyer</p> <ul style="list-style-type: none"> - (lecture) What is legal analysis? - break - - You try! Banana Dilemma In-class exercise & debrief 	<ul style="list-style-type: none"> • <u>Analysis</u> - what does it mean and how do I do it? • Practice deeply thinking through issues & outlining your thought process 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas</p> <p><u>Written assignment (due in class)</u></p> <ul style="list-style-type: none"> • Draft a detailed outline that responds to the critical thinking prompt. Bring a printout to class and submit electronically.

Sept. 24 - Class 5		
Concepts taught	Objectives	Assignments
<p>E. Building a proper foundation: Writing like a lawyer</p> <ul style="list-style-type: none"> - ICA 1 – good/bad writing (know it when you see it) - Why?! CREAC; The Blue Book and ICA 2 – team speed cite exercise - ICA 3 – review sample student drafts - break - <p>F. Preparing for our Fieldtrip</p> <ul style="list-style-type: none"> - What is networking? What is business development? Why should you care? 	<ul style="list-style-type: none"> • <u>Legal writing</u> – intro. and practice • <u>Citation</u> and BlueBook • <u>Networking 101</u> – Intro. and skills that can be applied at upcoming fieldtrip 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas</p> <p><u>Written assignment (due in class)</u></p> <ul style="list-style-type: none"> • Incorporating what we learned in Class 4 about analysis, transform your outline into a draft memo that responds to the Banana Dilemma Prompt. Bring a printout of your outline with you to class and submit electronically.

Part II. Applying the Building Blocks: An In-depth Survey of the 1L Core Curriculum with some Important Detours Along the Way

A. Property law (reading like a lawyer 101)

Oct. 1 - Class 6		
Concepts taught	Objectives	Assignments

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<p>i. Mock Law School Class (Reading like a lawyer / intro to property law)</p> <ul style="list-style-type: none"> - Thrown into the deep end: experience a mock law school class (Socratic method included) with Robert S. Hogue <li style="text-align: center;">- break - - Getting to law school/Professional Development Plan, and resources available to you 	<ul style="list-style-type: none"> • <i>Socratic Method</i> – experiential introduction • Introduction to law school classes generally • Introduction to substantive first-year law student topic, Property law. • Introduction to Big Law and opportunity to network with lawyers in our community. 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas</p> <ul style="list-style-type: none"> • Do independent research on property law (what is it generally) and research the cases you've been assigned to read to help you prepare for your mock law school class. You should also research the panelists who will be speaking to you, including Mr. Hogue. • Submit finalized Plan Section VI(a) electronically & finish LinkedIn profile.
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Oct. 8 - Class 7		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
<p>Finishing-up Networking 101</p> <ul style="list-style-type: none"> - Finish-up intro.; Debrief the networking component of our fieldtrip.; in-class activity <li style="text-align: center;">- break - <p>Digesting the mock law school class / reading like a lawyer lecture Core elements of a legal opinion; case briefing; Socratic method</p>	<ul style="list-style-type: none"> • Debrief and analyze law school class simulation and Big Law firm visit. • Continue introduction to substantive first-year law student topic, Property law. • Case brief – Experiential learning on case analysis by briefing property cases. 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas</p> <ul style="list-style-type: none"> • Think through the mock law school experience. Come with questions and prepared to engage in an in-depth discussion about networking, Big Law, and law school classes 101. Do some independent research on what law school is like: Google it!

Oct. 15 - Class 8		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
<p>ii. Intro to property law</p> <ul style="list-style-type: none"> - Substantive concept of possession Review of <i>Pierson, Ghen, & Popov</i> 	<ul style="list-style-type: none"> • Continue introduction to substantive first-year law student topic, Property law. • Case brief – Experiential learning on case analysis by briefing property cases. 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas</p> <ul style="list-style-type: none"> • Brief case law for all three cases using the case briefing table as a template (you are free to adapt the table as you'd like) and be prepared to discuss in class.

Oct. 22 - Class 9		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
<p>In-class mid-term exam (mock law school exam)! Students will be given the full class time to finalize their answer to a hypothetical prompt</p>	<ul style="list-style-type: none"> • <u>Issue spotter</u> – introduction to law school exams through experiential learning. • Mid-semester academic assessment. 	<p><u>Assignments/reading (due for this class)</u> Reading available on Canvas: <i>To prepare, I recommend performing independent research on how to answer law school exams or read ahead to Class 9</i></p>

Oct. 29 - Class 10		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>

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Debriefing the mock law school exam... Come with questions!	<ul style="list-style-type: none"> Help students achieve a basic understanding of the nature of law school exams, how to prepare, and how to do well. 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas
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B. Civil Procedure: the evolution of a lawsuit from complaint to trial

Nov. 5 - Class 11		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
i. Civil Procedure - Jurisdiction generally - Foundational inquiry: the methods of dispute resolution. - Fundamentals: o Pleadings. Complaint (<i>Ramos v-Barrientos v. Bland</i> ; <i>Leatherman v. Tarrant Cnty.</i> ; <i>Mendez v. Draham</i>) - break - - You try! Practical Exercise: drafting a complaint	<ul style="list-style-type: none"> <u>Alternative dispute resolution</u> – introduction to the ADR <u>Litigation process</u> – Understand the process through which a lawsuit moves through the court system. <u>Pleadings: Complaint/Answer</u> – What is it? What does it look like? <u>Causes of action</u>-what are they and where are they found? 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

Nov. 19 - Class 13		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
ii. Guest lecturer (Civil Procedure from a practical perspective) Benjamin Rosenberg - break - - Fina exam review	<ul style="list-style-type: none"> <u>Discovery</u>-What is it? Why is it important? How does it fit into the litigation process? <u>Professionalism, malpractice and ethics</u>-What are the rules lawyer have to follow? Why do they matter? 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

No class on Veteran's Day (Nov. 12)

Halfway There (Testing your Knowledge of Parts I-III): In-class Final Exam

Dec. 3 - Class 14		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
Fall semester final: <ul style="list-style-type: none"> Submission of Professional Development Plan (with at least 1 appendix item complete) In-class final exam (multiple choice, short answers) 	<ul style="list-style-type: none"> Cement knowledge of material learned Ensure students are prepared with documents necessary to apply for law school / other opportunities 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas: Final exam review and pptx slides available on Bb; Students may bring printouts of all case law (clean copies without notes). Students may bring their Bluebook for reference.

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SPRING SEMESTER

Part III. Taking a brief detour from the substantive. Wellness in the Legal Profession: Developing a Plan for True Success (healthy body, mind, and substantive ability)

Jan. 7 - Class 1		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
A. Fall Semester Recap / Brief Syllabus Overview B. Wellness in the Legal Profession - Understanding the statistics - Avoiding becoming a statistic by developing a tool kit for coping with extreme pressure and stress - <i>break</i> C. Show and Tell: What Motivates you to Pursue a Career in the Law? - Real leaders show vulnerability: in-class show and tell exercise - Professional development plan inserts	<ul style="list-style-type: none"> Introduce students to topic/tools that could be used to manage the immense stress associated with law school, the practice of law, and any white-collar professional placement 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

Part IV. Applying the Building Blocks: An In-depth Survey of the 1L Core Curriculum (Continued)

C. Contracts

Jan. 14 - Class 2		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
i. Introduction to Contracts - Pushed into the deep end: contract and negotiation simulation (UgliOrange) - <i>break</i> - Contract overview (definition) - Foundational Inquiry - Formation	<ul style="list-style-type: none"> Introduce students to introductory contract concepts through experiential learning and case law. 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

No class on Martin Luther King, Jr. Day (Jan. 21)

Jan. 28 - Class 3		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
ii. Introduction to Contracts (through the lens of business and employment law) - Case law / Foundational Concepts via Employment Context - Possible concept quiz	<ul style="list-style-type: none"> Introduce students to introductory contract concepts through experiential learning and case law. 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

Feb. 4 - Class 4

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March 25 - Class 10		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
ii. Intro to Criminal Law - Foundational inquiry: the elements of a crime - mens rea and actus reus <p style="text-align: center;">- break -</p> - Crimes: involuntary manslaughter Elements of the crime Model Penal Code 210.3; Fla. Stat. Sec. 782.07 ; involuntary manslaughter cases	<ul style="list-style-type: none"> Introduce students to introductory criminal law concepts through experiential learning and case law. 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

April 1 - Class 11		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
iii. Intro to Criminal Law (cont'd) - Overview & Introduction to Criminal Law Guest speakers Igor Gonzalez and Dylan Hernandez - Or sexy facts assignment <p style="text-align: center;">- break -</p> i. Introduction to Oral Advocacy - General concepts: Why, where, how - Opening statement / Closing argument - Direct / cross examination	<ul style="list-style-type: none"> Introduce students to introductory criminal law concepts through experiential learning and case law. 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

Part VI. Putting it all together: Introduction to Oral Advocacy

April 8 - Class 12		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
ii. Introduction to Oral Advocacy (con't) - General concepts: Why, where, how - Opening statement / Closing argument - Direct / cross examination - Guided practice with team's	<ul style="list-style-type: none"> Introduce students to introductory oral advocacy concepts through experiential learning. 	<u>Assignments/reading (due for this class)</u> Reading available on Canvas

April 15 - Class 13		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
iii. Introduction to Oral Advocacy (cont'd) - In-class mock trial	<ul style="list-style-type: none"> Introduce students to introductory oral advocacy concepts through experiential learning. 	<u>Assignments/reading (due for this class)</u> Present mock trial before attorneys and Panther Mock Trial Team members for feedback.

Part VII. The End (Testing your Knowledge of Parts I-IV): In-class Oral Advocacy Presentation and Final Presentation of What You've Learned Before Practicing Attorneys

April 22 - Class 14		
<u>Concepts taught</u>	<u>Objectives</u>	<u>Assignments</u>
Putting it all together		<u>Assignments/reading (due for this class)</u>

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Presentation of professional development plans		Present final Plan to lawyers for their input and feedback.
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VIII. Honors College (“HC”) Requirements and Policies

Your registration in this course functions as your acceptance of and compliance with the HC policies for students and the FIU Code of Academic Integrity.

a. Honors Citizenship Requirements

HC students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending HC activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See <http://honors.fiu.edu/academics/policies/citizenship/>.

b. Student portfolios

The HC will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

c. Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give HC students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/current-students/hearts/>.

d. Community Service.

As always, HC students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above. See <http://honors.fiu.edu/current-students/community-service/>.

e. Global Learning Outcomes for all IDH 3034-35 courses:

- 1. Global Awareness.** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- 2. Course Learning Outcome.** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

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3. **Global Perspectives.** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
4. **Course Learning Outcome.** Students will be able to analyze multiple global forces that shape their understanding of aesthetics, values, and authority—economic, political, sociological, technological, cultural, etc.
5. **Global Engagement.** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.



f. Academic Misconduct Procedures and Penalties

In the HC, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. An Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the HC website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

Please refer to the following documents for additional information:

- FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>, and
- FIU HC Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html.

g. Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

h. Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students with

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disabilities. Should you require accommodations, contact the Disability Resource Center (University Park: GC 190, (305) 348-3532) (North Campus: WUC139, (305) 919-5354) if you have not done so already.

Thank you for giving me the
opportunity to be a part of your
professional journey!

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Appendix A

Optional, but recommended reading for pre-law students serious about attending law school.

- **The Blue Book: A Uniform Citation System**, (May 15, 2013)
ISBN-10: 0692400192 | ISBN-13: 978-0692400197.

- Richard M. Fischl and Jeremy Paul, **Getting to Maybe: How to Excel on Law School Exams**. ISBN-10: 0890897603 | ISBN-13: 978-0890897607.

- Mark Herman, **The Curmudgeon's Guide to Practicing Law**.
ISBN-10: 1590316762 | ISBN-13: 978-1590316764.

- Steven J. Harper, **The Lawyer Bubble: A Profession in Crisis** (2013). ISBN-10: 0465058779 | ISBN-13: 978-0465058778.

- Staff of the Harvard Crimson, **55 Successful Harvard Law School Application Essays**. ISBN-10: 0-312-3611-6 | ISBN-13: 978-0312-36611-7.

- Cassandra L. Hill and Katherine T. Vukadin, **Legal Analysis: 100 Exercises for Mastery**, Practice for Every Law Student. ISBN-13: 978-1422483244 | ISBN-10: 142248324X.

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Appendix B
 Grading points table Fall⁶

Category	Activity	Points
Attendance and participation (approx. 35%)	• Attendance (12 pts ea. x 14 class sessions)	[168]
	• Participation (12 pts ea. x 14 class sessions)	[168]
Subtotal =		336
Homework (“HW”) and in-class assignments (“IC”) (approx. 35%)	1. [HW] Student Google Form Survey (due by 11:59 am on the first day of class). Must be timely, fully and accurately complete to earn full credit.	[5]
	2. [IC] Syllabus activity/quiz on the first day of class.	[5]
	3. [HW] Complete Personal Development Plan Section(s) – Applying to Law School	[20]
	4. [IC] Participation in in-class activity related to Law School Resources	[10]
	5. [HW] Timely completion of Myers-Briggs assessment	[10]
	6. [HW] Complete Personal Development Plan Section(s) – Myers Briggs	[14]
	7. [IC] Participation in Myers-Briggs interactive workshop	[15]
	8. [HW] Critical Thinking Prompt 1 – Outline Submission	[15]
	9. [IC] Thinking Like a Lawyer Group Exercise	[10]
	10. [HW] Critical Thinking Prompt 1 – Memorandum (draft 1)	[30]
	11. [IC] BlueBook Exercise	[10]
	12. [HW] Critical Thinking Prompt 1 – Memorandum (final)	[40]
	13. [HW] Complete Personal Development Plan Section(s) – Building a Network and Personal Brand	[10]
	14. [IC] Participation in simulated mock law school class discussion	[10]
	15. [IC] Participation in Email Editing Activities	[10]
	16. [HW] Submit 3 detailed case briefs (<i>Pierson, Ghen, Popov</i>)	[50]
	17. [HW] Group issue spotting and structure	[10]
	18. [IC] Analyzing a Complaint	[10]
	19. [IC] Civ Pro Pop	[5]
	20. [HW] Compl. drafting exercise	[50]
	21. [IC] Drafting an answer to a complaint	[25]
Subtotal =		364
Mid-term exam (approx. 10%)	• In-class mid-term exam (Property law school exam / hypothetical, students are expected to apply the foundational skills learned in the beginning of the course).	[100]
Final exam (approx. 20%)	• In-Class Final exam	[200]
Subtotal =		300
TOTAL (AKA, your final grade) =		1,000

⁶ The point break downs indicated within this table are approximations that may be adjusted throughout the semester, at your instructor’s discretion, without notice to students. Students are responsible for completing all assignments thoroughly, creatively and with attention to detail. Poor work product will earn a like grade.

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Appendix C
 Grading points table Spring⁷

Category	Activity	Points
Attendance and participation (approx. 35%)	• Attendance (12 pts ea. x 14 class sessions)	[168]
	• Participation (12 pts ea. x 14 class sessions)	[168]
Subtotal =		[336]
Homework (“HW”) and in-class assignments (“IC”) (approx. 35%)	1. [IC] Show and tell exercise	[30]
	2. [HW] Professional Development Plan	[30]
	3. [IC] Negotiation Simulation 1 (Ugli Orange)	[]
	4. [IC] Sample contract review and analysis	[]
	5. [IC] Negotiation Simulation 2 - strategy (Employment)	[]
	6. [HW] Draft final written agreement between the parties re: Negotiation Simulation 2	[]
	7. [IC] Quiz – Contracts	[]
	8. [IC] Quiz – Torts	[]
	9. [IC] In-class criminal statutory review exercise	[]
	10. TBA . . .	[]
	11. TBA . . .	[]
	12. TBA . . .	[]
	13. Group feedback / peer evaluations	[]
Subtotal =		[364]
Mid-term exam (approx. 15%)	• In-class mid-term exam (Issue spotter styled law school exam / hypothetical fact pattern, students are expected to apply the foundational skills learned in the beginning of the course and to use all knowledge learned throughout the course to provide a detailed answer to the question).	[150]
Final exam (approx. 15%)	• Final exam (in-class mock trial and written pieces)	[150]
Subtotal =		300
TOTAL (AKA, your final grade) =		1,000

⁷ The point break downs indicated within this table are approximations that may be adjusted throughout the semester, at your instructor’s discretion, without notice to students. Students are responsible for completing all assignments thoroughly, creatively and with attention to detail. Poor work product will earn a like grade.