

**Professional Development and Identity**

Spring 2023

Course number: 357-01

**Faculty contacts**

Dean Jenna Abhijeet: jabhijeet@kentlaw.iit.edu

Professor Erin Crist: ecrist@kentlaw.iit.edu

Dean Roger Rozanski: rrozanski@kentlaw.iit.edu

**SYLLABUS****I. Introduction****What is this class about?**

In this course, you will be introduced to the concepts of legal professionalism. The course will provide you with the basics of professionalism in the legal profession, a framework to assist you in forming your own professional identity, and concrete career strategies in achieving your professional goals. By participating in a variety of exercises you will have the opportunity to develop the sense of professionalism that will serve you throughout your legal career.

**Class Learning Goals**

Each class session focuses on a specific learning goal (or major theme) outlined as follows:

1. **Classes 1 & 2 – Interviewing Strategy & Preparation, Professional Presence, and Branding**  
Learn how to interview to showcase your professional strengths.
2. **Classes 3 & 4 – Skills Matrix & Personality Types**  
Start to evaluate your own competencies as a Law school student and as a potential employee using a skills matrix exercise and a personality type indicator assessment.
3. **Classes 5 & 6 – Introduction to Practice Areas, Work Sectors, & Office Environments**  
Obtain an understanding of various legal career paths and contemplate matching strengths and desires to those career options.
4. **Class 7 – Character & Fitness for the Bar Exam**  
This class will focus upon the moral character and fitness needed to practice law. Folks from the Illinois Bar Examiners will be on hand to discuss.
5. **Class 8 – Networking & Professional Etiquette**  
Learn how to engage with a network in a way that is true to your personality style.
6. **Classes 9, 10, & 11 – Personal & Professional Success**  
Begin to think critically about professionalism and ethics. Consider what those concepts mean in your personal and professional life. Learn strategies to be successful in the workplace.
7. **Classes 12 & 13 – Commitment to Diversity, Equity, and Inclusion & Professional Ethics**  
Understand the importance of DEI in the profession and lawyering in a diverse society.
8. **Classes 14 – What Comes Next**  
The time has come to start thinking about Summer positions, classes to take as a 2L and things to think about as you move forward

## II. Course Materials

### Required Texts

- ***The Law Student's Guide to Doing Well and Being Well: The Law Student's Guide to Meaningful Employment*** by Shailini Jandial George (referred to as "Doing Well").
- ***The Formation of Professional Identity: The Path from Student to Lawyer*** by Patrick Longan, Daisy Floyd, and Timothy Floyd (referred to as "FPI")

### Blackboard

It is your responsibility to check Blackboard for your all required readings and assignments. For technical issues with Blackboard, contact the Help Desk at [helpdesk@kentlaw.iit.edu](mailto:helpdesk@kentlaw.iit.edu).

## III. Course Policies and Other Information

### Course Format

This class is a REQUIRED *one-credit in-person pass/fail* course taken by all 1L students in the spring.

### Class Attendance, Participation, and Engagement

Per ABA requirements, attendance in this class is required. If you have an unexpected conflict that arises, please contact Vanessa Anderson ([pdi@kentlaw.iit.edu](mailto:pdi@kentlaw.iit.edu)). Participation will be factored into your grade (see grading information below)

### A Note about Sensitive Discussions

This class requires us to take a hard look at our profession and ourselves. We will share some sensitive things with you about our own experiences, and you may want to ask questions that could prompt engaging, yet sensitive discussions. We will discuss individual traits and characteristics, different ways people measure success, practice areas/settings, and work-life balance. We will also discuss race, gender, and other protected characteristics. To have these sorts of discussions, it is important to be thoughtful and empathetic—toward your classmates and instructors. Let us assume one another's best intentions and do our best to be kind and thoughtful. However, if you have concerns, as mentioned above, we encourage you to reach out to Dean Abhijeet.

In addition, the classroom should be a place where we engage in quality dialogue and in which everyone feels free to participate. Accordingly, there should be *no photography, audio or video recording or broadcasting of the course without explicit permission*. If the class sessions are recorded, they are for your own personal educational use only. They may *not* be reproduced, shared, quoted or posted online.

### Class Grading

The course is pass/fail but does not count towards your pass/fail credits.

The determination of the pass/fail grade will be based on the following:

- **40% of your grade** will be based on your attendance and meaningful class participation.
- **60% of your grade** will be based on whether or not you turned in timely, high-quality assignments.

### Room Assignments

Classes split between the auditorium and small group session rooms. Small groups session rooms will be assigned and you will receive information regarding your small classroom assignments

### Contact Information

Please refer to this list to determine who to contact with questions or concerns.

- For logistical questions (e.g., attendance, class locations and times, administrative questions, etc.), contact Vanessa Anderson [vanderson@kentlaw.iit.edu](mailto:vanderson@kentlaw.iit.edu).
- For Blackboard questions, contact the Help Desk at [pchelp@kentlaw.iit.edu](mailto:pchelp@kentlaw.iit.edu).
- For general questions, contact the PDI class email at [PDI@kentlaw.iit.edu](mailto:PDI@kentlaw.iit.edu).

#### IV. Course Structure and Assignments

DATE/ LOCATION	CLASS	ASSIGNMENT
1/18/23  Auditorium	<u>CLASS ONE</u> Interviewing Strategy and Preparation, Professional Presence and Branding Part 1	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● FPI: Read Chapter 1</li> <li>● Doing well: Read Chapter 1- Answer questions on Page 11 (short answer in book)</li> <li>● Upload a Legal Resume</li> <li>● <b>Post-Class Assignment: DUE 3/3/23</b></li> <li>● Complete a mock interview with an alum between February 1 and March 3, 2023</li> <li>● The list of alumni will be posted in Blackboard after Class 1.</li> </ul>
1/25/23  Small Group Rooms	<u>CLASS TWO</u> Interviewing Strategy and Preparation, Professional Presence and Branding Part 2	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● Complete and Review your “Document of You”</li> <li>● FPI-Read Chapter 3. Use questions on Page 39 as you prepare for your mock interview.</li> <li>● Bring in printed off Resume</li> </ul> <b>Post-Class Assignment: DUE 3/3/23</b> <ul style="list-style-type: none"> <li>● Complete a mock interview with an alum between February 1 and March 3, 2023.</li> </ul>
2/1/23  Auditorium	<u>CLASS THREE</u> Skills & Personality Types Part 1	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● FPI-Read Chapter 2</li> </ul> <b>Post-Class Assignment: DUE 2/7/23</b> <ul style="list-style-type: none"> <li>● Complete the personality quiz before next class</li> </ul>
2/8/23  Small Group Rooms	<u>CLASS FOUR</u> Skills & Personality Types Part 2	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● Complete the personality quiz</li> </ul> <b>Post-Class Assignment:</b> <ul style="list-style-type: none"> <li>● Create a list of Practice areas that you are interested in.</li> </ul>
2/15/23  Auditorium	<u>CLASS FIVE</u> Introduction to Practice Areas, Work Sectors, & Office Environments Part 1	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● FPI-Read Chapter 6</li> </ul>
2/22/23  Small Group Rooms	<u>CLASS SIX</u> Introduction to Practice Areas, Work Sectors, & Office Environments (Alumni Panel) Part 2	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● You will be meeting with a group of alumni in each of your rooms. Come prepared with questions for our panelists. Panelist information (bios) will be provided before class</li> </ul>
3/1/23  Auditorium	<u>CLASS SEVEN</u> Character & Fitness and the Bar Exam	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>● Doing Well: Read Chapter 4</li> </ul> <b>Post-Class Assignment:</b> <ul style="list-style-type: none"> <li>● Review what you submitted on your Character and Fitness portion of your application. Is there anything that you need to amend?</li> </ul>

3/8/23  Auditorium	<b><u>CLASS EIGHT</u></b> <b>Networking &amp; Professional Etiquette</b>	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>FPI: Read Chapter 5</li> </ul> <b>Post-Class Assignment: DUE 4/14/23</b> <ul style="list-style-type: none"> <li>Attend a networking event or conduct an informational interview. For the former, please submit a photo, reel, or tik tok from the event. For the latter, please submit a write up of the interview.</li> </ul>
3/15/22	Spring Break!	
3/22/23  Auditorium	<b><u>CLASS NINE</u></b> <b>Personal &amp; Professional Success Part 1</b>	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>FPI: Read Chapter 4</li> <li>Focus upon Q# 3 on page 57 (it will assist with your assignment that will be due)</li> </ul> <b>Post-Class Assignment: DUE 4/5/23</b> <ul style="list-style-type: none"> <li>Time keeping exercise 3/21 - 4/4</li> </ul>
3/29/23  Auditorium	<b><u>CLASS TEN</u></b> <b>Personal &amp; Professional Success Part 2</b>	<b>Post-Class Assignment: DUE 4/5/23</b> <ul style="list-style-type: none"> <li>Time keeping exercise 3/21 - 4/4</li> <li>Ways to identify and pursue personal and professional success</li> </ul>
4/5/23  Small Group Rooms	<b><u>CLASS ELEVEN</u></b> <b>Personal &amp; Professional Success Part 3</b>	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>Bring your timekeeping exercise to class</li> <li>Office Environments that may foster personal and professional success</li> <li>Doing Well: Read Chapter 3</li> </ul>
4/12/23  Auditorium	<b><u>CLASS TWELVE</u></b> <b>Commitment to Diversity, Equity, and Inclusion.</b>	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>FPI: Read Chapter 7</li> <li>Attend a Diversity Week event (in March) or an event from a Diverse student organization during the semester. Please submit a photo, reel or tik tok from the event.</li> </ul>
4/19/23  Small Group Rooms	<b><u>CLASS THIRTEEN</u></b> <b><i>Professional Ethics</i></b>	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>FPI: Read Chapter 8</li> </ul>
4/26/23  Auditorium	<b><u>CLASS FOURTEEN</u></b> <b><i>Getting Ready for What Comes Next</i></b>	<b>Pre-Class:</b> <ul style="list-style-type: none"> <li>Complete the Checklist for 2L document</li> </ul>



# CONCORDIA UNIVERSITY

## SCHOOL OF LAW

### Professional Mentorship

CRN 42408/LAW # 705

Fieldwork and Assignments Only

Spring 2020

Credit(s): 0

**PROFESSOR ANNA COURTNEY**

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Through the Professional Mentorship program, students are paired with lawyers and judges in the community who will expose them to a wide range of lawyering tasks and the ethical responsibilities of the profession.

NOTE: The information contained in this syllabus is subject to change. Any changes will be announced in writing.

**A. CONTACT INFORMATION**

**Professor Anna Courtney**

Office: 342

Email: anna.courtney@stoel.com

Phone: 1.208.387.4217

Email to my Stoel Rives LLP email address is the preferred contact method for this course. Please note that emails or telephone calls sent or made after 5:00 p.m. and on weekends or holidays may not be answered until the next business day at the earliest.

**B. OFFICE HOURS**

My office hours are by appointment. Please contact me to set a meeting date, time, and location.

**C. REQUIRED TEXTS**

The Concordia University Legacy Mentor Program Manual, available on the Concordia University School of Law website, under the Experiential Learning, Mentorship page. Assignments and handouts will be posted on the course's TWEN page.

**D. COURSE WEBPAGE**

Students must enroll in the course TWEN Page: Professional Mentorship (Courtney).

**E. LEARNING OUTCOMES**

Pursuant to ABA Standards, Concordia Law has adopted learning outcomes for the entire curriculum. The learning outcomes identified for this course are as follows. Throughout the course, you will notice a correlation between these outcomes and the requirements of this course. In this course, students will:

- demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications;
- exemplify the Lutheran values of service, community, and inclusivity.

This course will give students insights into how the foundational legal education taught in the classroom can be applied to real experience and will show students how they can use their skills to create change, serve others, and become active citizens in our community.

**F. COURSE OUTLINE & ASSIGNMENTS**

This is a zero-credit course that focuses entirely on student interaction with mentors, and includes attending mentor networking activities, completing legal activities with mentors, and drafting two memoranda regarding student-mentor activities.

It is your responsibility to initiate contact with your mentor and work with your mentor to plan **two** mentor activities this semester. NOTE:

- At least one of these activities should focus on observing lawyers or judges at work. Examples include attending a deposition or observing a motion hearing, observing alternative dispute resolution, a client meeting, drafting a contract, attending a trial, etcetera.
- One of these activities can be the March 6, 2020, Mentor Appreciation Reception.
- Other mentor activities could include work-related networking opportunities such as participating in a pro-bono opportunity together, attending an Idaho State Bar section meeting together, or attending other networking opportunities together.

Students are expected to:

- Model the highest levels of professionalism, ethical conduct, and work habits.
- Initiate contact with your mentor in a timely manner that allows both you and your mentor sufficient time to plan out your semester activities.
- Watch the Orientation Video.
- Review, sign, and return the Confidentiality Agreement.
- Observe lawyers and judges at work in a variety of settings.
- Complete all coursework required for, and associated with, mentorship activities.
- Communicate with your mentor at least once per month during your spring 2L semester.
- Complete periodic evaluations of the program.
- Schedule completion of program requirements prior to the start of the final examination period.
- Communicate professionally with your mentor regarding rescheduling meetings and/or legal activities.

Date	Assignment/Event	Description
1/6/20	Watch Orientation Video	An Orientation Video will be posted on TWEN under Course Materials no later than December 30, 2019. <b>The deadline for you to watch this video is 5:00 p.m. on Monday, January 6, 2020.</b>
1/10/20	Reach Out To Your Mentor	It is your responsibility to initiate contact with your mentor in a timely manner that allows both you and your mentor sufficient time to plan out your semester activities. <b>The deadline for you to reach out to your mentor is 5:00 p.m. on Friday, January 10, 2020.</b>
1/17/20	Deadline to Submit Confidentiality Agreement and Proposed Schedule of Mentorship Events	No later than <b>5:00 p.m., on Friday, January 17, 2020</b> , submit the Confidentiality Agreement <u>and</u> your Schedule of Events to the TWEN assignments page.  The Confidentiality Agreement can be found on the course TWEN page and on the Concordia University School of Law website, under the Experiential Learning, Mentorship page.  Your Proposed Schedule of Mentorship Events must include a minimum of two events that you and your mentor have agreed upon for this semester. Include the dates and a brief description of the activities in which you intend to engage.

February 2020	Communicate With Your Mentor	You are encouraged to communicate with your mentor at least once per month. Ensure that you communicate with your mentor in the month of February.
2/28/20	<b>Mentorship Activity Memorandum #1 Due</b>	You must turn in your first Memorandum recounting one of your mentor activity experiences by <b>5 p.m. on Friday, February 28, 2020</b> . Specific instructions on this assignment can be found in the Assignments portion of the TWEN page.
March 2020	Communicate With Your Mentor	You are encouraged to communicate with your mentor at least once per month. Ensure that you communicate with your mentor in the month of March.
3/6/20 4 - 6 p.m.	<b>Mentor Appreciation Reception</b>	The Mentor Appreciation Reception will take place at Concordia University School of Law on <b>Friday, March 6, 2020, from 4 p.m. to 6 p.m.</b> While this event is not mandatory, please invite your mentor and plan to attend, even if your mentor is not available. Come meet and say thank you to all this semester's mentors.  Attendance at this event can count as one of your two required mentorship activities, even if your mentor is not available to attend.
April 2020	Communicate With Your Mentor	You are encouraged to communicate with your mentor at least once per month. Ensure that you communicate with your mentor in the month of April. Please ensure you thank them for volunteering to serve as your mentor.
4/10/20	<b>Mentorship Activity Memorandum #2 Due</b>	You must turn in your second Memorandum recounting the second of your mentor activity experiences by <b>5 p.m. on Friday, April 10, 2020</b> . Specific instructions on this assignment can be found in the Assignments portion of the TWEN page.

If you are unable to reach your mentor or have difficulty scheduling your mentor activities, please ensure that you have given your mentor enough time to respond to your communications before reaching out to Professor Courtney.

#### **G. CLASSROOM EXPECTATIONS & RESOLUTION OF CLASSROOM PROBLEMS**

Concordia Law has adopted a Classroom Behavior and Teaching Process Policy, which is set forth in the Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>). Students are expected to abide by the standard expectations outlined in the Student Handbook.

#### **H. GRADING**

This is a Pass/No Pass course. Students will receive a "Pass" if all of the course requirements are met in a timely manner. Students will be assessed on learning outcomes in the following ways: students will complete reflective memoranda on the two required student-mentor activities.

#### **I. SCHOOL OF LAW CIVILITY STATEMENT**



Civility is a basic principle in any academic community and as a Christian university, members of our community are called to respect the dignity of every person. For additional information, review the Civility Policy as articulated in Concordia Law's Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>).

#### **J. ACADEMIC INTEGRITY**

Concordia Law has adopted an Academic Integrity Policy, which is available in the Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>).

#### **K. ADA ACCOMMODATIONS**

Concordia University School of Law is committed to the full access and inclusion of all qualified students in its programs. Student Affairs at Concordia Law and Concordia University Disability Support Services (DSS) will coordinate reasonable and appropriate accommodations for students with documented disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). If you are an individual with a documented disability, you may be eligible for accommodation. The Americans with Disabilities Act defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Disabilities may include, but are not limited to, sensory impairments, mobility impairments, chronic illness, learning disabilities, and psychiatric disabilities.

Under ADA/504, it is your responsibility as a student to disclose your documented disability if you wish to request accommodations for that disability. Every reasonable effort will be made to accommodate eligible needs in a timely manner. Students are required to submit all requests for accommodation no later than the second Friday of each academic semester, or as soon as a new diagnosis is known. *To ensure the protection of anonymity and resource availability, all testing, quiz, and exam accommodations must be requested 3 weeks prior to the date of scheduled administration.* Exceptions to this timeline will be considered for a new or changed diagnosis.

At Concordia University School of Law, the Assistant Dean of Career Services and Student Affairs serves as the on-site liaison for ADA Compliance. We strongly encourage you to complete all required forms and return them to Student Affairs with appropriate disability documentation as soon as possible. The forms are available online at: <http://law.cu-portland.edu/student-services/ada-accommodations>. Please return the form to:

Benjamin T. Cramer, J.D./M.A.  
*Assistant Dean of Career Services and Student Affairs; Deputy Title IX Coordinator*  
t 208-639-5464 f 208-639-5498  
[becramer@cu-portland.edu](mailto:becramer@cu-portland.edu)  
Concordia University School of Law  
501 W. Front Street  
Boise ID 83702

#### **L. COUNSELING & STUDENT HEALTH**

Counseling Services: Students in need of a referral for personal counseling in a safe and confidential setting may contact the Director of Academic Success, the Assistant Dean of Career Services and

Student Affairs, or the Idaho Lawyers Assistance Program (LAP). See [http://isb.idaho.gov/member\\_services/lap.html](http://isb.idaho.gov/member_services/lap.html). In the event of an emergency, please dial 911.

**Student Health:** Concordia University School of Law has an agreement in place for our students to be able to utilize Boise State University Health Services for health and counseling services. Students are encouraged to contact BSU Health Services directly to schedule appointments. For more information about health providers or counselors, including confidential referrals, please contact Assistant Dean of Career Services and Student Affairs. For more information and resources, visit: <http://law.cu-portland.edu/student-services/health-and-wellness>. In the event of an emergency, please dial 911.

**M. CONFIDENTIALITY OF STUDENT RECORDS**

Concordia Law maintains student records in accordance with the Family Educational Rights & Privacy Act of 1974, as amended by P.L. 93-380 (FERPA). For more information about the school's confidentiality policies please refer to the student handbook: <https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>.



CONCORDIA UNIVERSITY  
SCHOOL OF LAW

Professional Identity, Section A: Schedule of  
Assignments

Fall 2019  
Prof. Leon Samuels

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This schedule of assignments provides you with a course overview, as well as detailed assignments for each class period. All students are responsible for knowing the information contained in this schedule.

## **Course Overview:**

The process of professional identity formation is a self-reflective exploration through a number of different professional competencies that are essential to a successful legal practice. Throughout this course you will be challenged to consider individual values, strengths, and interests alongside the legal profession's values, culture, and expectations.

As such the course will be divided into the following segments:

### 1) Culture of the Legal Profession

In this segment of the course, you will be introduced to the legal profession's values, culture, and expectations. In many states, and especially in Idaho, the state bar is very small. Your reputation begins and ends with every single interaction you have with another attorney, judge, client, or professional staff member. Attorneys talk, and whether or not you are associated with positive feedback or negative feedback will affect whether you have a successful and fulfilling practice.

### 2) Practical Environment

Attorney legal skills are cultivated in law school and by practice. The foundational practical skills taught in law school, for example, include legal research and legal writing. Nevertheless, success as an attorney includes additional practical skills. For example, attorneys need clients and oftentimes business development goes hand-in-hand with community involvement. In this segment we will explore the practical reality of business practice management, business development, and community engagement.

### 3) Character Quotient

In this segment, students will be exposed to the "character quotient" for which potential employers are looking, including a person who can successfully navigate the challenges that often face new lawyers. These challenges include work-life balance, wellness, and navigating the dynamics of intergenerational and multi-cultural work environments.

## **Key:**

All readings will be posted on TWEN.

All assignments to be turned in on TWEN will be governed by the due date listed on TWEN, unless otherwise noted.

## Segment 1: Culture of the Legal Profession

Date	Class	Readings/Tasks to be Completed Before Class	Assignments Due in or Before Class
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<b>Week 1</b>			
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August 27	Class 1: Civility and Professionalism	<ul style="list-style-type: none"> <li>The Qualities of The Professional Lawyer</li> <li>Civility as the Core of Professionalism</li> </ul>	
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<b>Week 2</b>			
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September 3	Class 2: Professional Writing	Professional E-mails	“Professional Writing Missteps” <ul style="list-style-type: none"> <li>Directions posted on TWEN</li> <li>Bring a hard copy to class</li> <li>Be prepared to discuss</li> </ul>
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<b>Week 3</b>			
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September 10	Class 3: Professional Conversations	Effective Communication and Professional Relationships	
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Week 4			
September 17	Class 4: Ethos, Adaptability and Grit	Growth Mindset	“Ethos – The Culture I Make” (directions posted on TWEN)

## Segment 2 – Practical Environment

Week 5			
September 24	Class 5: Business Development and Networking	<ul style="list-style-type: none"> <li>• Business Development 101</li> <li>• Overcoming Shyness and Networking</li> </ul>	

Week 6 MID-SEMESTER PRESENTATIONS			
October 1	Class 6: Mid-semester Research Presentations		Mid-semester Research Presentations

Week 7			
October 8	Class 7: Professional Identity Development in Practice – The Journey of an Idaho Supreme Court Justice	Dress professionally for this class, we will be having a guest presentation by Idaho Supreme Court Justice Greg Moeller	

**Week 8**  
**MID-SEMESTER PRESENTATIONS**

October 15	Class 8: Mid-semester Research Presentations		Mid-semester Research Presentations
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**Week 9**

October 22	Class 9: Business Practice Management	Work on final paper topics. By this point in the semester, you should have picked the leader in the law on whom you will be writing and begun your research into that person.	
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**Week 10**

October 29	Class 10: Research and Writing Workshop	Bring your works-in-progress to class. You will workshop your topic and research with your colleagues, professor, and a library liaison.	
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**Segment 3 – Character Quotient**

**Week 11**

November 5	Class 11: Cultural Competency	<ul style="list-style-type: none"> <li>• Navigating Cultural Differences</li> </ul>	
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		<ul style="list-style-type: none"> <li>Post on “Interrupting Bias” forum one thing you learned from the reading that you did not know previously, that perhaps you now look at in a different way, or that you have seen/experienced in your time at Concordia Law. This is a 20-point reflection assignment, but need not be more than a paragraph or two.</li> </ul>	
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Week 12			
November 12	Class 12: Intergenerational Issues in the Legal Profession	Work on final paper.	

Week 13 FINAL PAPERS DUE			
November 19	Class 13: Wellness	Research and read an article on lawyer wellness and be prepared to share your findings	

Congrats and  
Enjoy the Holidays!





# CONCORDIA UNIVERSITY

## SCHOOL OF LAW

### Professional Identity Section A

LAW 705

Tuesday, 12:00 a.m. - 2:00 p.m.  
ROOM     

Fall 2019  
1 Credit

**Professor Leon Samuels**

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Professional Identity introduces and explores the professional competencies that lead to a satisfying and successful professional career. This course introduces students to reflective self-analysis on the process of professional identity formation by considering individual values, strengths, and interests, examining the culture and expectations of the profession, and developing the key tools and strategies necessary to succeed within the legal profession.

NOTE: The information contained in this syllabus is subject to change. Any changes will be announced in writing.

**A. CONTACT INFORMATION**

**Professor Samuels**

Office: [REDACTED]

Email: lsamuels@cu-portland.edu

Phone: 1.208.609.4222

Email is the preferred contact method for this course. Please note that emails or telephone calls sent or made after 5:00 p.m. and on weekends or holidays may not be answered until the next business day at the earliest.

**B. OFFICE HOURS**

My office hours for this course are by appointment. Please contact me to set a meeting date, time, and location.

**C. REQUIRED TEXTS**

There is no required text for this course. Reading assignments and other handouts will be posted on the course's TWEN page.

**D. COURSE WEBPAGE**

Students must enroll in the course TWEN page: A Section - Professional Identity (Samuels)

**E. RESCHEDULING OF CLASS MEETINGS**

In the event an unforeseen issue arises, class may need to be cancelled. Students will be notified in advance of the cancellation, and as soon as possible, students will be notified of the dates, times, and methods of rescheduling the cancelled class.

**F. ATTENDANCE**

Concordia University School of Law ("Concordia Law") expects, and the American Bar Association ("ABA") mandates that students attend class punctually and regularly. In practice, this means that, at a minimum, students must punctually attend 80 percent of the regularly scheduled classes for each course. If a student misses more than 20 percent of the regularly scheduled classes for this course, the student will be administratively withdrawn from the course. Withdrawals after the last day listed in the academic calendar to withdraw will result in a grade of F.

Pursuant to this requirement, to avoid being administratively withdrawn from this course, you may not miss more than two (2) of regularly-scheduled class sessions.

Attendance will be taken by using a sign-in sheet. It is your responsibility to sign in and failure to do so creates a rebuttable presumption that you were absent. You will need to provide clear and convincing evidence to rebut this presumption.

For additional information regarding attendance, review the Attendance Policy as articulated in Concordia Law's Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>).

**G. LEARNING OUTCOMES**

Pursuant to ABA Standards, Concordia Law has adopted learning outcomes for the entire curriculum. The learning outcomes identified for this course are as follows. Throughout the course, you will notice a correlation between these outcomes and the content of the class meetings as well as the rubrics used to assess assignments and examinations. In this course, students will:

- demonstrate knowledge and understanding of the law and the American legal system;
- demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications;
- exemplify the Lutheran values of service, community, and inclusivity.

**H. COURSE OUTLINE & ASSIGNMENTS**

A Schedule of Assignments is posted on TWEN. It contains a detailed list of readings to be completed before class, assignments given in class, and assignments due in or before class.

**I. EXPECTED WORKLOAD FOR COURSE**

Pursuant to Standard 310(b), the ABA requires that for each 50 minutes a student spends in class, that student will spend at least two hours on “out-of-class student work,” or at least an equivalent amount of work for other academic activities (such as simulation courses, field placements, clinics and co-curricular activities). This is a co-curricular course that complies with that requirement, and therefore, you can expect to spend approximately 50 total hours this semester between the work you complete in your two-hour per-week class and out of class assignments.

**J. CLASSROOM EXPECTATIONS & RESOLUTION OF CLASSROOM PROBLEMS**

Concordia Law has adopted a Classroom Behavior and Teaching Process Policy, which is set forth in the Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>). Students are expected to abide by the standard expectations outlined in the Student Handbook.

Students are expected to hold themselves to high standards of professionalism in this course. As such, professionalism will be graded, as indicated below. This grade will be based on legal industry standards of behavior including, but not limited to: punctuality, civility and respect in verbal and written communications, preparation, participation, attention to detail, honesty, and integrity.

**K. GRADING**

<b>Assessment</b>	<b>Points or Percentage of Final Grade</b>
Reflection assignments	15% (60 points)
Professionalism	10% (40 points)
Mid-semester presentation	25% (100 points)
Final paper	50% (200 points)

**L. COURSE EXAMINATION POLICY**

There will be no standard examination for this course.

**M. SCHOOL OF LAW CIVILITY STATEMENT**

Civility is a basic principle in any academic community and as a Christian university, members of our community are called to respect the dignity of every person. For additional information, review the Civility Policy as articulated in Concordia Law's Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>).

**N. ACADEMIC INTEGRITY**

Concordia Law has adopted an Academic Integrity Policy, which is available in the Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>).

**O. ADA ACCOMMODATIONS**

Concordia University School of Law is committed to the full access and inclusion of all qualified students in its programs. Student Affairs at Concordia Law and Concordia University Disability Support Services (DSS) will coordinate reasonable and appropriate accommodations for students with documented disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). If you are an individual with a documented disability, you may be eligible for accommodation. The Americans with Disabilities Act defines a disability as a physical or mental impairment that substantially limits one or more major life activities. Disabilities may include, but are not limited to, sensory impairments, mobility impairments, chronic illness, learning disabilities, and psychiatric disabilities.

Under ADA/504, it is your responsibility as a student to disclose your documented disability if you wish to request accommodations for that disability. Every reasonable effort will be made to accommodate eligible needs in a timely manner. Students are required to submit all requests for accommodation no later than the second Friday of each academic semester, or as soon as a new diagnosis is known. *To ensure the protection of anonymity and resource availability, all testing, quiz, and exam accommodations must be requested 3 weeks prior to the date of scheduled administration.* Exceptions to this timeline will be considered for a new or changed diagnosis.

At Concordia University School of Law, the Assistant Dean of Career Services and Student Affairs serves as the on-site liaison for ADA Compliance. We strongly encourage you to complete all required forms and return them to Student Affairs with appropriate disability documentation as soon as possible. The forms are available online at: <http://law.cu-portland.edu/student-services/ada-accommodations>. Please return the form to:

Benjamin T. Cramer, J.D./M.A.  
Assistant Dean of Career Services and Student Affairs; Deputy Title IX Coordinator  
t 208-639-5464 f 208-639-5498  
[becramer@cu-portland.edu](mailto:becramer@cu-portland.edu)  
Concordia University School of Law  
501 W. Front Street  
Boise ID 83702

**P. COUNSELING & STUDENT HEALTH**

Counseling Services: Students in need of a referral for personal counseling in a safe and confidential setting may contact the Director of Academic Success, the Assistant Dean of Career Services and Student Affairs, or the Idaho Lawyers Assistance Program (LAP). See [http://isb.idaho.gov/member\\_services/lap.html](http://isb.idaho.gov/member_services/lap.html). In the event of an emergency, please dial 911.

Student Health: Concordia University School of Law has an agreement in place for our students to be able to utilize Boise State University Health Services for health and counseling services. Students are encouraged to contact BSU Health Services directly to schedule appointments. For more information about health providers or counselors, including confidential referrals, please contact Assistant Dean of Career Services and Student Affairs. For more information and resources, visit: <http://law.cu-portland.edu/student-services/health-and-wellness>. In the event of an emergency, please dial 911.

**Q. CONFIDENTIALITY OF STUDENT RECORDS**

Concordia Law maintains student records in accordance with the Family Educational Rights & Privacy Act of 1974, as amended by P.L. 93-380 (FERPA). For more information about the school's confidentiality policies please refer to the student handbook: <https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>.