

Appendix 7-1: Field Trip Reflective Paper— Criminal Court Observation

- To complete this assignment, please observe at least two hours of actual court time in criminal proceedings, such as arraignments, trials, plea and sentencing hearings, pre-trial hearings, trial management conferences, etc.
- Pay attention to all the players in the courtroom, including the judge, defense counsel, prosecutors, clerks, defendants, bailiffs, witnesses, and the general public.
- Write a short paper (maximum 700 words) discussing what you observed about the role of the lawyers in the courtroom.
- In the paper, include
 1. Your observations about the relationships and interactions between attorneys and their clients, the judge, opposing counsel, witnesses, and others in the courtroom.
 2. Whether any aspects of what you observed were surprising to you, and if so, why.
 3. Your thoughts about the lawyers' behaviors and whether they conformed to your expectations.
 4. At least three questions that were provoked by your observations.

Appendix 7-2: Lawyer Interview

Your assignment is to interview a lawyer. You can do this on your own or with a group of up to four students. The interview should take approximately 30–45 minutes. You can interview any lawyer you wish. If you would like me to suggest a lawyer for you to interview, ask me (well before the due date of this assignment).

Prepare a set of interview questions, and be flexible. The interview may go in directions you did not anticipate. Potential topics for the interview include:

- The lawyer's background before law school
- The lawyer's areas of practice
- The evolution of the lawyer's practice over time
- The most rewarding aspects of law practice
- The least rewarding or most difficult aspects of law practice
- The lawyer's perspective on civility and professionalism
- The lawyer's advice for you as you enter the profession.

Do not feel bound by these topics. Explore topics that interest you.

In class on _____, I will ask you to talk about your interview. Your one-page, single space reflection on your interview is due in class the same day. Your reflection paper should summarize the highlights of your interview and address the implications of the interview for your future as a lawyer.

Appendix 7-3: Defective Product Exercise

Defective Product & Jury Instructions Research; Professional email

1. Learning goals By completing this exercise, students will practice the following skills (*primary goals)

- fact investigation *
- legal research (law and jury instructions)*
- self-reflection*
- legal analysis in the context of a practice-based tort issue
- organizing factual & legal research
- professional email drafting
- collaboration and relational skills*
- following directions
- appreciation for the complexity of accurate, efficient & effective practice and professional collaboration

2. Methods: role-playing and drafting

3. Overall structure: Students work as a team of associates for 60 minutes to collaboratively draft a one-page email to their supervising attorney analyzing a client's potential products liability claim. Students post team email to the course web page, review at least one other team's email and answer reflective questions about the exercise.

4. Preparation — teacher: Research state products liability and jury instructions; schedule Research Professor for guest session on factual and practice-based research; provide students with preparation assignment, including exercise goals, preparation timing, client context, directions for preliminary research and analysis, email reading, format and submissions, rubric; prepare day-of memo to associates and reflection questions; draft sample answer/score sheet.

5. Preparation — student: Research specific facts about carbon monoxide, waterski boat manufacturer and model; research law—state strict products liability and jury instructions; read material on drafting professional email; read assignment material, including directions and rubric; organize notes, ideas, checklists for in-class collaborative role-play and drafting.

6. Feedback: Students review teams' emails; receive teacher's feedback on team email and responses to reflections.

7. Reflection — students complete after exercise.

- 1) What was the most significant thing you learned about the process of efficiently researching facts (Skier's Choice, Moomba, carbon monoxide poisoning)?
- 2) What was the most significant thing you learned about the process of efficiently researching Maryland law and jury instructions for strict products liability?
- 3) Which group's email did you read and compare with your group's? ____ What was the most significant thing you learned from reading the other group's email?
- 4) On a scale of -5 to +5, with -5 being ineffective, 0 being neutral, and +5 being highly effective, how would you evaluate your individual performance on this assignment? ____ Why did you give yourself that rating?

- 5) On a scale of -5 to +5, with -5 being ineffective, 0 being neutral, and +5 being highly effective, how would you evaluate your group's performance on this assignment? ____ Why did you give your group that rating?
- 6) What one thing would you recommend that you and/or the group do differently on the next group assignment?

Appendix 7-4: Client Interview and Demand Letter

Client Interview and Demand Letter

In class, you will:

1. Discuss interview questions and topics for the client
2. Conduct initial and follow-up questions for the client
3. Draft the outline of the client's demand letter to her ex-spouse

****Because you will be interviewing your client, please dress professionally for class**

Preparation

Find and read sources on interviewing clients

Read information about your new client

Read and research NJ law on custodial parent relocation with minor

Prepare for interview with client to be conducted in class

Write 10 interview questions for client

Post your interview questions to TWEN 20 minutes before class on _____

In Class

You will be randomly assigned to conduct initial and follow-up interview questions

Once initial interview is complete, draft outline

Post your outline to TWEN by the end of class

Post your feedback questions to TWEN

Review assigned classmate's outline and provide feedback

Professional Development Assessment—after class written reflection

1. What are the client's goals?
2. Which goals are most important?
3. Based on reading the materials for Maureen Brown and conducting the interview in class, what have you learned about gathering facts?
4. Based on the interview conducted in class, what have you learned about interviewing clients?
5. Having reviewed your classmates' outlines and the comments posted, what have you learned about writing demand letters?
6. What questions do you have about writing demand letters and interviewing clients to gather information?