

COURSE OUTLINE



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|--|--------------------|-------------------------------------|-----------------------|
| TERM: | SUMMER 2013 | COURSE NAME: | LEGAL ADVOCACY |
| INSTRUCTOR: | | COURSE NO: | LAW 410 |
| E-MAIL: | | SECTION NO: | |
| PHONE: | | COURSE CREDITS: | 3 |
| OFFICE: | | | |
| INSTRUCTIONAL HRS PER WEEK: | 4 | LABORATORY HRS PER WEEK: | 0 |

COURSE PREREQUISITES

LAW 101, LAW 110, LAW 210 and LAW 200 or LAW 300 OR
45 credits of 100 level or higher coursework

REQUIRED TEXT AND MATERIALS

Arlene Blatt & JoAnn Kurtz, *Advocacy for Paralegals* (Toronto: Emond Montgomery, 2009)
Case Scenarios, Scripts and other supplementary materials

RECOMMENDED TEXT

Steven Lubet, Cynthia Tape & Lisa Talbot, *Modern Trial Advocacy – Analysis and Practice*, Cdn 3d ed (Toronto: NITA, 2010)

COURSE FORMAT AND EXPECTATIONS

In addition to work done in the classroom or online, it is expected that students will do required reading and some assignments at home and will use online resources and materials provided through Moodle. Three of the four weekly instructional hours will be in the classroom or online and the fourth hour will be a combination of online and other activities. The semester is 15 weeks and includes two weeks for final exams.

COURSE DESCRIPTION

This course introduces students to both the theory and practice of trial advocacy for paralegals. Students will learn about steps in the litigation process, courtroom etiquette, ethical issues in legal advocacy and how to prepare and present a case in court. Student work will focus on gaining experience on oral advocacy, including examination, cross examination through role-plays and mock trials involving various real-life scenarios.

COURSE OUTCOMES

General Outcomes

By the conclusion of this course, students will gain theoretical and practical experience in trial advocacy and be able to organize and present a client's case in court.

Specific Student Learning Outcomes

Upon successful completion of this course, students should be able to demonstrate competence in the following abilities and skills:

| ABILITIES* | | LEVELS |
|-------------------------------------|---|--------|
| COMMUNICATION | C1 Use communication skills to present a client's case | 1→6 |
| | C2 Use communication skills to examine and cross examine witnesses | 1→4 |
| ANALYSIS AND DECISION MAKING | A1 Understand and critique the strengths and weaknesses of a client's case and make sound decisions on its conduct | 1→6 |
| | A2 Apply different strategies to achieve a successful result | 1→4 |
| | A3 Apply organizational techniques to present evidence and witnesses to support a clients case | 1→4 |
| SOCIAL INTERACTION | S1 Participate in classroom discussion groups to practise and model sound legal advocacy techniques | 1→6 |
| | S2 Interact with others appropriately in the examination and cross-examination of witnesses | 1→6 |
| CITIZENSHIP AND GLOBAL PERSPECTIVES | G1 Understand the impact of litigation on parties in the court system and the role of paralegal advocacy within a changing legal profession | 1→4 |
| | G2 Understand the ethical challenges in representing members of the public when encountering legal challenges | 1→4 |

*See Faculty of Business – Our Commitment to Skills and Abilities and to Assessment and Constructive Feedback for a description of CAPabilities and the six Levels of Comprehension.

EVALUATION PROFILE

| Assessment | | | CAPabilities Assessed | | | |
|------------------------|-------------|---------|-----------------------|--------|--------|--------|
| Method | % | Ind/Grp | C | A | S | G |
| Case Outline | 15% | I | C1 | A1, A2 | | G1, G2 |
| Ethics Quiz | 15% | I | C1 | A1, A2 | | G1, G2 |
| In-class Participation | 15% | I and G | C1, C2 | A2, A3 | S1, S2 | G1, G2 |
| In-class Role-Plays | 30% | I and G | C1, C2 | A2, A3 | S1, S2 | G1, G2 |
| Mock Trial Assignment | 25% | G | C2 | A2, A3 | S1, S2 | G2 |
| TOTAL | 100% | | | | | |

COURSE CONTENT/SCHEDULE

| WEEKLY COURSE CONTENT | |
|-----------------------|---|
| WEEK | CONTENT |
| 1 | INTRODUCTION TO LEGAL ADVOCACY The Litigation Process |
| | Readings Blatt & Kurtz text Chapters 1 and 2: 3-12 Lubet text Chapter 1: 3-15 |
| 2 | THE COURTROOM EXPERIENCE Structure of Hearings, Courtroom Etiquette |
| | Readings Blatt & Kurtz text Chapters 3 and 4: 13 – 28 Lubet text Chapter 2: 17-31 |
| 3 | PREPARING FOR TRIAL 1 The Theory of the Case / <i>The Case Outline</i> |
| | Readings Blatt & Kurtz text Chapter 5: 29-40 Lubet text Chapter 3: 33-43 |
| 4 | PREPARING FOR TRIAL 2 Opening Statements / Practice Role-Plays |
| | Readings Blatt & Kurtz text Chapter 6: 43-48 Lubet text Chapter 12: 380-398, 365-379 |
| 5 | PREPARING FOR TRIAL 3 Written Materials, Evidence and Exhibits |
| | Readings Blatt & Kurtz text Chapters 10 and 12: 69-75, 81-85 Lubet text Chapter 7, 290-298 |
| 6 | ETHICAL ISSUES IN LEGAL ADVOCACY Practice Role-Plays – <i>Mock Trial Case</i> |
| | Readings Blatt & Kurtz text Chapter 15: 101-110 Paralegal Ethics Handouts |
| 7 | MID-TERM WEEK Role-Play 1 and Ethics Quiz |
| | |

| WEEKLY COURSE CONTENT | |
|------------------------------|---|
| WEEK | CONTENT |
| 8 | EXAMINATION OF WITNESSES 1 Preparation for You and for the Client |
| | Readings Blatt & Kurtz text Chapter 7: 49-58 Lubet text Chapter 4: 45-78 |
| 9 | EXAMINATION OF WITNESSES 2 Practice Role-Plays |
| | Readings None |
| 10 | ROLE-PLAY 2 Direct Examination |
| | Readings None |
| 11 | CROSS-EXAMINATION OF WITNESSES Purpose and Organization |
| | Readings Blatt & Kurtz text Chapter 8: 59-66 Lubet text chapter 5: 79-114 |
| 12 | CLOSING ARGUMENTS Discussion and Practice Role Plays |
| | Readings Blatt & Kurtz text Chapter 11: 75-80 Lubet text Chapter 13: 403-420 |
| 13 | ROLE-PLAY 3 Cross-Examinations & Closing Arguments |
| | Readings None |
| 14-15 | MOCK TRIALS |

UNIVERSITY POLICIES AND EMERGENCY PROCEDURES

Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Emergency Procedures are posted in every classroom. Students are directed to review these.

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES POLICIES

In addition to the policies of the University, the Faculty of Business and Professional Studies has the following policies governing the management of our classes and curriculum.

Attendance

Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials.

Cheating and Plagiarism

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage. Cheating includes permitting another person to use one's work as his or her own. Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Library, the Writing Centre and is published in the University Calendar.

Penalties for Cheating and Plagiarism

A grade of '0' for an examination, quiz or assignment or 'F' for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (see the University Calendar). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

Incomplete Grades

Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University Administration.

Professional Behaviour

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary in the Faculty of Business & Professional Studies. Students should have respect for equipment and systems. Students should display a constructive response to criticism.

Copyright Policy

Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published in the University Calendar.

SCHOOL OF LEGAL STUDIES POLICIES

In addition to the University and Faculty of Business and Professional Studies policies, the School of Legal Studies has the following policies governing the management of our classes and curriculum.

Missed Exams and Quizzes

Missed exams or quizzes will receive a grade of "0" unless PRIOR arrangements (wherever possible) are made with the instructor. Permission to make up an exam will only be given in extraordinary situations such as illness of the student or the death of a close family member. A doctor's certificate, or other proof supporting the reason for the absence, may be required.

English Usage

All assignments are marked for correct English usage, proofreading and formatting.

PARALEGAL PROGRAM COURSE LEVEL POLICIES

In addition to University, Faculty of Business and Professional Studies, and School of Legal Studies policies, the following policies govern the management of this Paralegal Program course and its curriculum.

Grading Profile

| | | | | | | | |
|----|---------|----|--------|----|--------|---|--------|
| A+ | 90-100% | B+ | 77-79% | C+ | 67-69% | D | 50-59% |
| A | 85-89% | B | 73-76% | C | 63-66% | F | 0-49% |
| A- | 80-84% | B- | 70-72% | C- | 60-62% | | |

Assignments

Homework assignments are due at the **start of class** on the due date unless otherwise advised by your instructor. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.

Participation Grades

If course participation is part of the evaluation profile, the grade is based on the student's participation in weekly classroom or online discussion forums. Both the frequency and the quality of the student's comments, questions and observations are important factors in determining course participation. The quality of participation is determined by, among other things, the relevance, insight and clarity of the remarks. Course participation is also determined by the student's willingness to work with other classmates in a productive, prompt and respectful manner.

In-Class Testing

Please note that the use of electronic tools such as calculators and cell phones, or other resources such as written materials, is not allowed during tests, quizzes, and exams, unless expressly authorized by the instructor.

Express additional clarification/expansion of departmental or course level policies may be provided at the discretion of the instructor.



CAPILANO UNIVERSITY VISION, MISSION AND GOALS

UNIVERSITY VISION

Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff, and close-knit learning environment; graduates are independent learners, thinkers, and doers actively contributing to their communities.

UNIVERSITY MISSION STATEMENT

We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

UNIVERSITY GOALS

Arising from the Mission statement, the Institutional Goals are broadly defined as the general areas of success that are desired for all students. From the Mission, the Institutional Goals are:

- Student success in ongoing education
- Student success in chosen career
- Student success in lifelong pursuit of knowledge
- Student success in contributing as responsible citizens in a rapidly changing and diverse global community

In order to support student success in these areas, the institution has identified seven broad learning outcomes for students in all programs.

These **institutional student learning outcomes** are:

1. Self-directed learning, awareness, and responsibility
2. Up-to-date information gathering and research skills
3. Communication skills
4. Quantitative reasoning ability
5. Group and social interaction skills
6. Creative, critical, and analytical thinking skills
7. Community/global consciousness and responsibility



FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

MISSION STATEMENT

To provide students with the necessary skills and abilities to be immediately effective in their employment or further studies, and to possess a sound basis for future progression in their chosen career, in the lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

OUR COMMITMENT TO SKILLS AND ABILITIES

The Faculty of Business & Professional Studies, through the delivery of this course, is committed to the development of skills so that students can perform the tasks of this discipline in an efficient and effective way.

In addition, through the delivery of all courses, the Faculty is committed to the development of core 'abilities' that will prepare students for future career progression in a chosen field. A well rounded graduate, in addition to being able to perform certain tasks, will have the following CAPabilities;

| CAPability | Description |
|------------------------------------|---|
| Communication | Selects, uses and integrates oral and written communication skills to develop informative, explanatory and persuasive presentations to a variety of audiences, demonstrating qualitative, quantitative and technological literacy. |
| Analysis and Decision-Making | Brings a unique perspective to the analysis of organizational issues through systematic thinking and the application and adaptation of frameworks and tools that assist decision-making |
| Social Interaction | Uses appropriate interpersonal and group theory to deal with interpersonal, team, stakeholder and professional situations to inform, persuade and influence others. |
| Citizenship and Global Perspective | Understands corporate social responsibility within organizational contexts and the social role and impacts of organizations. Integrates personal, professional and community values in a decision-making context as a member of an organization. Works effectively with interdependence and diversity by framing issues in the broader global context, understanding the social and cultural roots of business, governments and other organizations and by providing managerial support as part of a global strategy. |

OUR COMMITMENT TO ASSESSMENT AND CONSTRUCTIVE FEEDBACK

The Faculty of Business & Professional Studies is committed to providing feedback that rewards excellence and motivates personal development. We use a mixture of personal, peer and professional assessment so that students have a diverse view of their progress in skills and abilities development. It is important to use feedback to enhance the quality of learning.

The assessment model is designed to give a fair reflection of the letter grade earned, as well as a road map for personal skill and ability development. For each skill and ability in the course students will be assessed as to the level of comprehension demonstrated. Grades are a function of how students have met course expectations as to those levels of comprehension.

SIX "LEVELS" of comprehension

| KNOWLEDGE | |
|-----------------------------|--|
| 1. Recognize | Be able to identify the components of a framework or tool. |
| 2. Define | Be able to describe the aspects of the components of the framework or tool. |
| APPLICATION | |
| 3. Use | Be able to manipulate the framework or tool to cause a result. |
| 4. Interpret Results | Be able to understand the result of the manipulation in a meaningful way. |
| JUDGMENT | |
| 5. Situational Use | Be able to identify situations where the framework or tool should be applied, and then apply the framework or tool, including using the results effectively. |
| 6. Adaptation | Be able to creatively adapt the framework or tool such that its use will maximized in a given situation. |



PARALEGAL PROGRAM SCHOOL OF LEGAL STUDIES

MISSION STATEMENT

The mission of the Paralegal Program is to provide students with the abilities, skills and knowledge to obtain challenging careers as paralegals in law firms, corporate legal offices, or government agencies.

This mission supports the mission of the University to enable student success in their studies and chosen careers.

PROGRAM OUTCOMES

Knowledge

To provide students with an understanding of basic legal concepts in major areas of the law.

To define the role students will play as paralegals in a professional working environment.

Skills

To provide students with opportunities to apply interviewing, research, drafting and writing skills in various legal contexts related to case files in law office, corporate and government settings.

Values

To encourage students to apply professional ethics in all practice contexts, and to provide an understanding of how paralegals contribute positively to the administration of justice and improve access to it.

STUDENT LEARNING OUTCOMES

Students completing this program will:

1. Demonstrate the ability to examine various legal problems by identifying appropriate areas of the law and sources to consult in commencing the process of legal analysis.
2. Demonstrate competence in researching legislation, case law and other secondary legal materials.
3. Summarize legal research findings in appropriate legal formats with clear and compelling analysis and conclusions.
4. Demonstrate competence in effective communication in legally relevant contexts such as presentations of case summaries, interviewing clients, and group presentations.
5. Prepare, draft and produce legal documents, including pleadings and other court documents, wills, corporate documents, or real estate documents.
6. Demonstrate an awareness of and ability to identify legal issues in a broad range of areas through an exposure to a variety of legal subjects.