

EXTERNSHIP FIELD PLACEMENTS

Spring 2021 Syllabus

Professor Gretchen Hackard
UNT Dallas College of Law

Class meeting location: Online via Zoom

Class meeting time: Monday 5-6 p.m.

Professor Gretchen Hackard

Office location: UNT Dallas College of Law 126 (within Suite 120)
Office phone: 214-243-1785
Cell (text preferred): 469-321-3269
Email: gretchen.hackard@untdallas.edu (during the semesters, Canvas Inbox is my preferred method of communication for course-related matters)

Office Hours Spring 2021:

During the semester I will be available via Zoom by appointment. However, these times are set aside specifically for students needing assistance:

M 4:00 p.m. – 5:00 p.m.

Administrative Support:

Ben Nall
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214-243-1794

Course Prerequisites: Completion of 1L Curriculum

Credit Hours: Three (3) semester credit hours

Required Textbook:

Leah Wortham, Alexander Scherr, Nancy Maurer, Susan L. Brooks, LEARNING FROM PRACTICE: A TEXT FOR EXPERIENTIAL LEGAL EDUCATION, THIRD EDITION, LEG, Inc. d/b/a West Academic, 2016

I may provide additional materials throughout the semester that will be posted to Canvas and/or distributed in class.

Class Website and Other Software and Technology:

Core Course information and assessments will be administered via CANVAS. To access the UNT Dallas College of Law CANVAS website, please visit <https://untdallaslaw.instructure.com>. You will need your EUID and password.

You will need access to a computer (preferred), phone, or tablet. These must have audio and video capabilities. Class will be conducted via Zoom, and you are required to have your camera on during class sessions.

Course Goals and Learning Outcomes

Course Goals. In this course, my goal is to get you thinking about being a lawyer and learning from experience.

Please keep in mind that my goals for your achievement are quite high in keeping with your tremendous potential

Learning Outcomes. The design of this course starts with a simple and important question: What do I want a student to know, understand, and be able to do by the end of this course? This is the most general “learning objective” for this course. Then, more specifically, I ask: To reach this objective, what must a student know, understand, and be able to do? The answers to this question are our “learning outcomes” for the course— that is, the knowledge, understanding, and skills the course aims to impart.

Briefly stated, here are the “learning outcomes” for your specific field placement:

- Understand and articulate the role of a lawyer in your field placement organization.
- Understand and apply the substantive and procedural laws and rules that are utilized in your field placement organization.
- Discover and appreciate how supervision and client needs relate to your personal learning goals.
- Make intentional connections between your learning goals and your field placement activities.
- Express an appreciation for the role of an attorney in the 21st century.
- Observe, evaluate, and apply ethical considerations that direct the practice of law.
- Explore the three spheres of attorney relationships: attorney/client; attorney/profession and legal community; attorney/ family and social community
- Intentionally consider the concerns that impact attorney self-satisfaction.
- Develop an abiding commitment to the concepts of professionalism.

These outcomes will be developed through your placements and the course by:

- Integration of doctrine, theory, skills, and legal ethics and engagement in performance of one or more of the following activities:
 1. Application of knowledge and understanding of substantive and procedural law

2. Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context
 3. Exercise of proper professional and ethical responsibilities to clients and the legal system
 4. Other professional skills needed for competent and ethical participation as a member of the legal profession such as interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation
- Development of the concepts underlying the professional skills being taught;
 - Multiple opportunities for performance;
 - Opportunities for a student performance, self-evaluation, and feedback from a faculty member or site supervisor;
 - A classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and
 - Direct supervision of the student’s performance by the faculty member or site supervisor.¹

Grading Policy and Performance Expectations:

Due to the interpersonal nature of the requirements of this course, grading in this course is NOT anonymous. The grade is based on a High Pass, Pass, and Fail basis.

There are two components to your externship: (1) the field placement component, and (2) the classroom component.

1. The field placement component requires a completion of a total of 154 hours spent working at or on behalf of the field placement. The field placement component also includes the information obtained from the instructor at the site visit, from any additional discussions with the field supervisor, and the final field supervisor evaluation of the student.
2. The classroom component complements each student’s placement experiences and includes the following activities:

Assignment/Activity	On Time and Quality Attempt	Late and/or Lack of Effort /Incomplete	No serious attempt/not submitted
Submission of Three-party agreement	2 points		0 points
Completion of an initial goals memorandum draft	2 points	1 point	0 points
Completion of final goals memo	4 points	2 point	0 points

¹ ABA Standard 304(a)

Completion of online reflections (7)	2 points per on time submission (up to total of 14 points)	1 point per late submission	0 points
Submission of time reports (3)	2 points per on time submission (up to total of 6 points)	1 point per late submission	0 points
Submission of assignment logs (3)	2 points per on time submission (up to total of 6 points)	1 point per late submission	0 points
Submission of observation logs (3)	2 points per on time submission (up to total of 6 points)	1 point per late submission	0 points
Completion of midterm reflection	4 points	2 point	0 points
Completion of a final externship reflection assignment.	4 points	2 point	0 points
TOTAL POSSIBLE POINTS	48		

To earn a Pass for the course, you must:

- **Have at least 80% attendance at class meetings including any orientation, midterm meetings, and final meeting;**
- **Complete a minimum of 154 hours at your placement; AND**
- **Achieve a minimum of 36 points.**

A High Pass grade is assigned in rare occasions to students who have completed 154 hours, achieved a minimum of 46 points, and in addition have exceptional work during their externships beyond the typical assigned work that is seen in an externship placement. Examples of exceptional work that can merit a High Pass may include but are not limited to:

- Work product with wide-reaching impact (e.g., drafting of a county-wide policy that is also being considered by other counties)
- Opportunities to advocate in high visibility settings (e.g., presentations to city hall, county commissioners, or the legislature; sitting second- or third-chair on a trial with a student bar card; etc.)
- A compelling volume of completed assignments that are assessed by the field supervisor as being particularly helpful, professional, well-organized, creative, etc. with excellent evaluations.

Attendance Policy

Class is an obligation for which the ABA requires 80% attendance. Externship placement obligations are not excused absences for this purpose. You must discuss with your field supervisor the importance of your attendance in the course. This is true whether the class is held in person or via Zoom.

Exception: IF you are on a student bar card, and you are actively litigating in court and the court requires you to remain, you will be excused for that day. It still will count as an absence until you make it up.

In order to be considered present for class, you must attend synchronous Zoom lectures with your video on (i.e. you must be “live”—no black screens or still photos). If you do not have access to a webcam or you are unable to participate via video for another reason, please contact me.

Zoom/online etiquette

- Please use your full name rather than an email, EUID, or other identifier.
- Wear something that would be appropriate for you to wear to the law school if you were there in person.
- Be in a workspace conducive to learning. While we are all experiencing distractions (pets, kids, etc.), it is expected that you will be as attentive to the class during the session as you would be if you were in the classroom. In other words, no cooking dinner, engaging in other activities to “multitask” during class time.
- Please be mindful of the people who live with you. Do not point your camera toward the bathroom door where someone could walk out with a robe or towel on (or worse – not on).

Honor Code

By enrolling at the UNT Dallas College of Law, students accept and agree to abide by the College of Law Honor Code. The Honor Code requires that students behave with academic integrity. This requirement of academic integrity means that a student shall not cheat, plagiarize, or falsify in any academic matter. The full Honor Code is available in the COL Student Handbook and on the COL website.

Disability Accommodations:

The UNT Dallas College of Law (COL) provides accommodation to qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Eligibility: Students are eligible for accommodation and/or auxiliary aids and services if they have a documented disability and the functional limitations of the disability require such accommodation and/or auxiliary aids and services.

- Newly accepted and currently enrolled students are responsible for initiating a disability-related request for accommodation or auxiliary aids and services with the Assistant Dean of Students prior to the time when the accommodation or auxiliary aids or service will be needed.
- Prospective students may request reasonable accommodation (for testing, campus tours, or orientation) at any time during the application process by submitting an oral or written request to the Assistant Dean of Students using the Disability Accommodation Request form.

A separate accommodation will have to be made with the field placement directly if one is necessary to complete the externship course.

Disruptive Behavior in an Instructional Setting

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office (Assistant Dean of Students for the COL students). It is the student’s responsibility to meet with the Assistant Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Assistant Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student’s Rights, Responsibilities, and Conduct (**UNTD Policy 7.001 found at <https://www.untDallas.edu/hr/upol>**) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual’s rightful actions, and harassment. You are encouraged to read the Code of Student’s Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Schedule

The schedule below is tentative and subject to change. Alterations to the schedule will be announced in class and via CANVAS.

MTG DATE	READING	ASSIGNMENT	ASSIGNMENT DUE by 11:59 p.m. on
1/19	Chapters 1-3 (Intro, Planning, Learning)	Goals memo draft Final Goals Memo	Sunday, 1/24 Sunday, 1/31
2/2	Chapters 4,8 (Observation, Reflections)	Reflection #1 – Focused Observation, Reflection	Sunday, 2/14

2/16	Chapters 9, 10, 11 (Professionalism, Ethics)	Reflection #2 – Ethical considerations, Time management, other professionalism Time Sheet #1 Assignment Log #1 Observation Log #1	Sunday, 2/28
3/2	Chapters 6, 7 (Cultural Differences, Bias in Law)	Reflection #3 – 4 questions from p. 188	Sunday, 3/14
3/16	Chapters 14, 15, 16 (Lawyering, Client Relationships, Collaboration and Teamwork)	Reflection #4 – Exercise 14.9 (p.382) – reflecting on a recommendation you made	Sunday, 3/28
		MIDTERM REFLECTION	Sunday, 4/4
3/30	Chapters 14, 15, 16	Reflection #5 – Presentation skills Time Sheet #2 Assignment Log #2 Observation Log #2	Sunday, 4/11
4/13	Chapters 24, 26 (Professional Identity, Career Development)	Reflection #6 – Attorney Interview	Sunday, 4/25
4/27	Chapters 25, 27, 28 (Work & Well-being, Future of Legal Services, Finishing Strong)	Reflection #7 – COVID impact on legal services, individual attorney well-being	Sunday, 5/9
		FINAL REFLECTION Final Assignment Logs Final Observation Logs Final Time Sheets	FRIDAY, 5/14