

SELECTED TOPICS IN LAW AND JUSTICE III: LAW AND EDUCATION

Prof.: Dr. Julian Hermida
Course number: JURI 4836 A E (3 credits)
Prerequisites: JURI 1105 or JURI 1106/1107, 2106/2107 & 2426 (min 60%) & permission of chair and instructor.
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Term: Fall
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JOURNEY OF DISCOVERY
(Formerly known as course description)

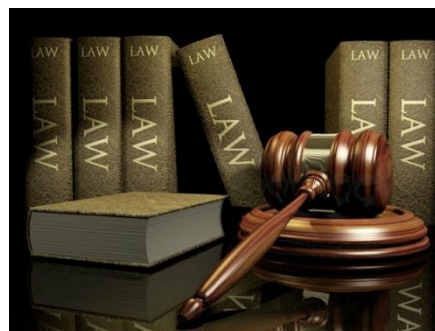


This is an exploratory journey of discovery into the fascinating world of legal education. In this journey, we will walk around the different aspects of legal education. We will immerse ourselves in the exploration of legal education –from university Legal Studies to Law School programs both within and beyond North America. We will venture into the analysis of deep learning, pedagogies used in the study of law, and reflective practice. As if this weren't exciting enough, this voyage will be conducted through captivating readings and films.

LEARNING OUTCOMES
(formerly known as learning objectives (goals) of the course)

If you actively engage in this journey, upon its successful completion you will be able to:

- critically analyze virtually any aspect of education;



legal

- generate your own solutions to legal education problems, identify and evaluate the pedagogical implications of your proposed solutions, and compare these solutions to those offered in other legal traditions and cultures;
- critically reflect on media and cultural products dealing with legal education issues;
- read academic texts on legal education deeply; and communicate basic arguments on legal education effectively both orally and in writing; and
- make connections to theories, readings, class discussions, and class activities when analyzing legal education issues; and theorize, generalize, and hypothesize on these issues.

These will be the learning outcomes –what you will take out of this voyage of high adventure, if you actively engage in it.

WHAT WE WILL DO IN OUR JOURNEY OF DISCOVERY

We will resort to a myriad of exciting activities, which will include group discussions, Socratic dialogues, cooperative group problem solving, games, analysis of video segments depicting scenes relevant to legal education issues, debates, construction of web sites, online searches of academic materials, interpretation and production of audiovisual materials, group presentations, and analysis of texts from all over the world. I have also prepared reading guides to help you navigate through the texts and to help you focus on the fundamental issues of each text.



ITINERARY
(formerly known as course outline by week)

| Class | Topic | Readings |
|------------------|--|--|
| Jan. 10 | Introduction and orientation | Syllabus and FAQ from the website |
| Jan. 12 & 17 | Law School: Admissions The Law School admissions process | How not to succeed in law school by James D. Gordon III |
| Jan. 19 & 24 | Exclusion. Minorities. LSAT | |
| Jan 26 | Admissions essay Letters of recommendation Legal education outside North America | Legal Scholarship by Austin Sarat Back to Basics by Annie Rochette What is Microteaching? By the Derek Bok Center for Teaching and Learning Abilities that last a lifetime by Marcia Mentkowski |
| Jan. 31 & Feb. 2 | Law School interviews | |

| | | |
|-------------------|--|--|
| Feb. 7 | Legal education: Law School vs. Undergraduate legal studies Purpose of Law School education | |
| Feb. 9 & 14 | Admission to the legal profession US, Canada, and Europe The Bar exam Pressure from Law Societies Foreign law school students Recognition of foreign legal education | The common law degree (excerpts) |
| Feb. 16 | Test | |
| Feb. 28 & March 2 | Law Professors US and Canada The tenure system and academic freedom Legal Pedagogies: The Socratic Method as the signature pedagogy of Law Schools The lecture as the signature pedagogy of undergraduate university programs Deep learning vs. Surface learning | Uncloaking Law School Hiring: A Recruit's Guide to the AALS Faculty Recruitment Conference Journal of Legal Education, 1988. Academic reading and deep learning by Julian Hermida |
| March 7 & 9 | Presentations | |
| March 14 | Big Law Firms Learning and practice The reflective practitioner | Trouble with Lawyers by David Maister Educating the reflective legal practitioner by Donald Schon |
| March 16 | Parole/probation officers Corrections officers Paralegals | |
| March 21, 23 & 28 | Presentations | |
| March 30 | Distribution of global take-home | |
| April 4 | Presentations | |
| April 6 | Submission of global take-home Feedback | |

This is a tentative calendar of what we will do. If class discussions or class activities take longer than originally estimated, I will not cut them short to follow this schedule. I will simply put them off for the following class; or I will reschedule them. Additionally, I may substitute new topics for some of the ones included here, particularly if most of you show an interest for some topics not included in the calendar. Changes will be announced in class. Please note that preparation for these activities also constitutes a fundamental part of the course and is considered an integral part of class instruction. When appropriate, in-class time will be used for preparation for activities, presentations, assignments, and review.

A CONVERSATION ABOUT YOUR LEARNING AND DISCOVERIES
(Formerly known as method of evaluation)

Throughout our journey of discovery, we will stop several times so that we can talk about your learning. I will be



providing you with formative feedback along the way. There will be plenty of opportunities to experiment, try, fail, and receive formative feedback in advance of and separate from summative evaluation. I will also help you develop metacognitive tools and strategies so that you can assess your own learning progress.

By the end of this journey, you will have showed me what you have taken out of it, what you have learned, and how your thinking has changed. I will be particularly interested in seeing how well you have achieved the journey outcomes. I will want to see if you can perform the learning outcomes in a way which shows creativity, originality, and critical thinking skills, ideally beyond information given in the course.

I will assess the evidence you will show me holistically and synoptically, and I will make a judgment about whether you have attained the intended journey outcomes, and if so –to what level. I will assess your evidence qualitatively and in its entirety –not by adding marks to its various parts. I will be interested in knowing how well you have learned and not how much. My judgement –like any judgement or assessment–will be subjective, but let me assure you that it will not be arbitrary. It will be based on my expertise as both a legal scholar and a teacher, not unlike a juror at a film festival judges films, or a curator judges pictures for a museum exhibition. For this purpose, I will judge the quality of your learning against criteria based on John Bigg’s Solo Taxonomy, which I have posted on the course website and which I will explain extensively in class. To communicate my judgment in a clear way, I will resort to several means, including rubrics.

In order to comply with University policy, which requires a final global examination and some kind of partition of the summative assessment, I have divided the assessment in four parts, even if I do not believe in fragmenting knowledge and assessment. So, **I will be assessing how well you have achieved the intended learning outcomes through your active class participation, which is worth 30% of your final grade, an in-class test worth 20% of the final grade, a presentation, which is worth 20%, and the global-take home evaluation, which is worth 30%.** This syllabus includes a chart that translates the SOLO taxonomy levels into grades according to University policy. For further clarification, there is no conflict between University policy and the SOLO taxonomy. University policy is a general framework; and the SOLO taxonomy is a specific instrument, which I use to implement the general University framework.

Summary of the assessment

| Evaluation tool | Grade weight | Deadline |
|-----------------------------------|--------------|-----------------------------|
| Class participation | 30% | Every class. |
| Classroom test | 20% | February 16, 2017 in class. |
| Presentation | 20% | See schedule above |
| Final Global take-home evaluation | 30% | April 6, 2017 in class. |

Class participation

Class participation is the single most important aspect of the course. You are expected to actively participate in every class with a positive attitude and to treat your classmates and teacher with respect. You are expected to get actively involved with the class activities, to critically analyze the proposed problems and situations, to actively participate in small group discussions, to contribute your analysis to the whole class, and to complete all reading and written assignments. You will also conduct oral presentations throughout the course. Class participation also entails asking meaningful questions in the lectures, answering questions, and volunteering comments related to the content of the lectures and the class activities. I will also call on you throughout the course to answer questions or to provide your opinion. We will resort to a broad range of class activities. Some will be conducted individually and others in small groups. Each of you is expected to write down your answers to the class activities, even if you work in small groups, and to keep all activities. You also need to keep record of your oral interventions at the small and whole group levels. A reflective journal is an ideal tool to do this. Many class activities will include the writing and editing of short essays. Other activities will deal with projects and audiovisual presentations. You are expected to be prepared for every class, i.e., you need to do the required readings for each class,

and to complete the reading guides and other homework assignments, which you must bring to class. You must also bring a printed copy of the class activities or your laptop to class, as well as the textbook, the journal articles, the course outline, record of your oral interventions, and your class notes to work on the class activities. You have to keep all your class activities, together with these materials, in a portfolio. You have to bring the portfolio to every class. You will not be able to participate when you do not bring these materials to class, as you will be unable to work. Even if you have a laptop, you must also bring a notebook and pens and be prepared to hand in written class assignments to me when required.

On several occasions throughout the course, I will ask you to hand in the class activities or the entire portfolio for me to give you formative feedback. You are required to take the initiative and come to my office during my office hours to discuss your class performance several times throughout the course. Your class participation must reflect that you have done the required readings and that you have thought about what you read. Simply talking in class is not enough to get a good grade under this evaluation component. But, if you do not talk and participate in class, you will not receive any credit at all. Please note that the written assignments and reading quizzes are conceived to help you prepare to talk in class and fully participate in the class activities. **You will not get a passing grade under class participation if you only do the written assignments but do not contribute to class discussions and class activities.** I expect that active class participation will foster, among many other skills, your oral communication and presentation skills. Class attendance is a prerequisite to obtain the corresponding percentage of the grade under this category. I will evaluate your participation every class. If you miss class you will not receive any kind of credit for that missed class regardless of the reason for your absence, even if you decide to complete the written class activity.

Evaluation criteria for class participation

I will assess whether and how well you have achieved the learning outcomes of the course for the class participation component of the grade according to the following five levels of John Bigg's Solo taxonomy.

Pre-structural

The student does not participate actively in most classes. The student does not show that he/she has read the assigned texts. The student does not participate in an appropriate manner that contributes to class discussions and does not show a positive attitude toward his or her classmates, the instructor, and the activities. The student does not work in small groups and does not volunteer to lead activities, debates, and debriefs. The student seldom asks questions in class.

The student responses to the class activities contain irrelevant information and they miss the point. The responses have no logical relationship to the question. The student gives bits of unconnected information, which have no organization, and make no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The response to the class activities does not show an understanding of the issues dealt with.

Unistruktural

The student participates actively in most classes. In most classes, the student shows that he/she has read the assigned texts. The student generally participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works in small groups, but does not always volunteer to lead activities, debates, and debriefs. The student sometimes asks useful questions that contribute to the development of the class and fosters collective understanding or usually asks simple questions that do not contribute to the development of the class.

The student responses to the class activities contain one relevant item, but they miss others that might modify or contradict the response. There is a rapid closure that oversimplifies the legal issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. In most class activities, the student can identify and list the legal issues or questions presented in class. The response to the class activities does not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.

Multi-structural

The student participates actively and meaningfully in most classes. In most classes, the student shows that he/she has read the assigned texts and that he/she has reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs on most classes. The student generally asks useful questions that contribute to the development of the class and fosters collective understanding.

The student responses to the class activities contain several relevant items, but only those that are consistent with the chosen conclusion are stated, and the significance of the relationship between connections is not always demonstrated. Closure in the class activities is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. In most class activities, the student can enumerate, describe, combine, and list the legal issues or questions presented in class. The student uses some of the relevant data.

Relational

The student participates actively and meaningfully in every class. The student shows every class that he/she has read the assigned texts quite deeply and that he/she has critically reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs every class or most classes. The student asks useful questions that contribute to the development of the class and fosters collective understanding.

The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, students demonstrate the relationship between connections and the whole. In every class activity, the student can focus on several relevant aspects, but these aspects are generally considered independently. Response to the class activities is a collection of multiple items that are not always related within the context of the exercise. In all class activities, the student is able to classify, compare, contrast, combine, enumerate, explain causes, and analyze the legal issues or questions presented in class. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the question or problem.

Extended abstract

The student participates actively and meaningfully in every class. The student shows every class that he/she has read the assigned texts deeply and that he/she has critically reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs every class. The student asks useful questions that contribute to the development of the class and fosters collective understanding.

The student makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. In every class activity, the student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. In every class, the student can link and integrate several parts, such as class activities, readings, class discussions, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

PRESENTATION

A list of presentation topics is posted on the course website. The presentation must elaborate on the theories, and issues analyzed in class, and must make specific reference to debates, class activities, and problems discussed in class. You must select a topic, prepare a brief outline, and submit it to me in writing in class for approval and feedback by February 16. You are expected to research about the topic and to read from several sources for the presentation. You may resort to video, photography, or any other audiovisual resources. You may not use PowerPoint slides. The presentation should be a conversation that actively engages the audience. Reading, even from notes, is not permitted. No exceptions! If the presentation does not comply with these instructions, particularly with those regarding engaging the audience in a conversation, I or the other students may stop the presentation. You are expected to work and present in teams made up of 2 or 3 students. The length of the presentation will be communicated in class depending on final enrollment. It will probably be around 30 minutes. You are encouraged to meet with me for consultation, suggestions, and feedback on the evolution of the presentation. If research for the presentation involves human beings, such as interviewing or observing, you will need to obtain authorization from the Research Ethics Board BEFORE you start dealing with people. I can help you with this. Please let me know as soon as possible.

Evaluation criteria for the global take home evaluation and for the in-class test

I will resort to the Solo taxonomy to judge how well you have achieved the learning outcomes in the global take-home evaluation and the in-class test.

Pre-structural

The presentation contains irrelevant information and it misses the point. The presentation has no logical relationship to the selected topic. The presentation deals bits of unconnected information. It has no organization, and it makes no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The presentation does not show an understanding of the issues dealt with.

Unistructural

The presentation contains one relevant item, but it misses others that might modify or contradict the position taken. There is a rapid closure that oversimplifies the legal issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. The student can identify and list the legal issues or questions discussed in class. The presentation does not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.

Multi-structural

The presentation contains several relevant items, but only those that are consistent with the chosen position are stated, and the significance of the relationship between connections is not always demonstrated. Closure is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. The student enumerates, describes, combines, and lists the legal issues or questions presented in class. The student uses only some of the relevant data in the presentation.

Relational

The presentation is a collection of multiple items that are not always related within the context of the selected topic. The student classifies, compares, contrasts, combines, enumerates, explains causes, and analyzes the legal issues or questions presented. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the selected issue. The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, the presentation demonstrates the relationship between connections and the whole. The student focuses on several relevant aspects, but these aspects are generally considered independently.

Extended abstract

The presentation makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. The student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. The student can link and integrate several parts, such as class activities, readings, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

CLASS-ROOM TEST

The class-room test will aim at testing functional knowledge of the problems and issues discussed in class.

GLOBAL TAKE-HOME EVALUATION

The purpose of the global take-home evaluation is to assess whether and how well you have achieved the intended learning outcomes. The global take-home examination will be distributed as determined in the class schedule below and you will have to submit it in class on **April 6, 2017 in class**.

Evaluation criteria for the global take-home evaluation and for the in-class test

I will resort to the Solo taxonomy to judge how well you have achieved the learning outcomes in the global take-home evaluation and the in-class test.

Pre-structural

The student responses to questions and problems contain irrelevant information and they miss the point. The responses have no logical relationship to the question. The student gives bits of unconnected information, which have no organization, and make no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The response to the questions and problems does not show an understanding of the issues dealt with.

Unistructural

The student responses to the questions and problems contain one relevant item, but they miss others that might modify or contradict the response. There is a rapid closure that oversimplifies the legal issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. The student can identify and list the legal issues or questions discussed in class. The responses do not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.

Multi-structural

The student responses to questions and problems contain several relevant items, but only those that are consistent with the chosen conclusion are stated, and the significance of the relationship between connections is not always demonstrated. Closure is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. The student can enumerate, describe, combine, and list the legal issues or questions presented in class. The student uses some of the relevant data.

Relational

Response to the questions or problems is a collection of multiple items that are not always related within the context of the exercise. The student is able to classify, compare, contrast, combine, enumerate, explain causes, and analyze the legal issues or questions presented. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the question or problem. The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, students demonstrate the relationship between connections and the whole. The student can focus on several relevant aspects, but these aspects are generally considered independently.

Extended abstract

The student makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. The student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. The student can link and integrate several parts, such as class activities, readings, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

CONVERSION OF GRADING SYSTEM

In order to comply with University policy, which we will all abide by, and in order to facilitate the reading of the SOLO taxonomy, the following chart translates the SOLO taxonomy's five levels into the University grading scheme. As you can see, the descriptions of the levels of the SOLO taxonomy and the University grading scheme mean the same, even if they are expressed in different terms.

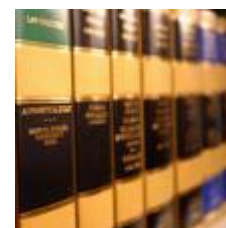
| SOLO Taxonomy | Grade | Percentage of Grade Value | Definition | |
|-------------------|-------|---------------------------|-------------------------|---|
| Extended abstract | A | 80-100 | Exceptional Performance | Comprehensive knowledge in depth of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material |

| | | | | |
|-----------------|---|-------|---------------------------------|--|
| | | | | and principles. |
| Relational | B | 70-79 | Good Performance | Thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively. |
| Multistructural | C | 60-69 | Satisfactory Performance | Basic understanding of the breadth of principles and material treated in the course and an ability to apply and communicate that understanding competently. |
| Unistructural | D | 50-59 | Minimally Competent Performance | Adequate understanding of most principles and material treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding. |
| Pre-structural | F | 0-49 | Inadequate Performance | Inadequate or fragmentary knowledge of the principles and material treated in the course, or failure to complete the work required in the course. |

Please note that in many cases, you may perform at a level in some aspects of a certain evaluation component of the course and at a different level in other aspects. In those cases, for the purpose of the summative assessment, I will determine which level is most representative of your learning. Strategic answers and interventions will be considered at the surface level, i.e., unistructural or multistructural.

RESOURCES

You will need to read all the articles listed above deeply. You are responsible to get them from the Library databases. You must read these texts and any other text which you may find it necessary to prepare to participate in class. A web site is available at <http://www.julianhermida.com>. You will be able to explore and consult the class activities and other useful information. **You must regularly check both the course website and your Algoma University email account.**



I am here to guide you all throughout this journey of discovery. Think of me as your expedition experienced companion, i.e., someone who has travelled this route several times before, but is still amazed at the wonders discovered along the route.

RULES AND POLICIES

The journey may only be successful if you engage in it; and if you work honestly and enthusiastically. Since this is a collective journey, you also need to follow certain rules and policies so that the journey will be fair and fruitful for all. Here are the rules and policies. They may sound strict. They are. But, trust me, they have been conceived so that the journey is as smooth and productive as possible.

OFFICE HOURS POLICY

I do hope you will come to my office. It is a chance to get to know each other and to talk about the course, assignments, tests, study strategies, or whatever else you would like to discuss. Come individually or with friends. I am also available to write letters of reference and to help you plan for future graduate studies or a professional career. Also, if you find yourself having difficulty with anything in the course, please do come. But, remember, you do not have to have a problem to see me. I try to make myself available as much as possible. Because I teach many other courses, most of which are usually quite large, and because I am

the academic advisor of many Law and Justice students even if they are not taking a course with me this semester, my office is generally busy. So, if you want to discuss something very important, difficult, or lengthy, it is a good idea to let me know in advance that you want to see me so that I will make sure that I will set aside some time for you within or outside my office hours. Also, if my office hours are impossible for you, please let me know so that we can make an appointment for another time. In addition to regular office hours and seeing me by appointment, I will every so often end class 5 minutes early and invite students who have questions to meet with me right then and there.

WRITTEN ASSIGNMENT POLICY

Unless otherwise authorized by me in writing, all writing assignments must be submitted personally in hard copy IN CLASS on the due date. For further clarification, written assignments submitted to the Faculty Secretaries, left in my mailbox, sent by email, or slid under my office door, will not be accepted for marking, and you will not receive any credit. Unless I have approved an extension in writing, at my discretion, written assignments submitted after the deadline will either not be accepted for marking, or will be accepted for marking with late penalties. Late penalties will be as followed. If the written assignment is submitted the class following the deadline, a 25% late penalty will be deducted from the mark. A 50% late penalty will be applied to those assignments submitted two classes after the deadline, and no mark will be given if submitted after two classes following the deadline. In those exceptional cases where I grant an extension, you will have to submit your assignment personally IN CLASS on the new specified date.

I will return all written assignments as soon as possible given the number of students registered in the course. Whenever feasible, I will try to return tests and other written assignments the class following the scheduled date for the test or the deadline for submission, respectively. You are expected to get the assignments back from me that class. If you did not come to class, you will have to come to my office during my office hours to get your test or written assignment back. I will presume you did not attend class if you did not get your assignment from me when I distributed them. It is your responsibility to keep a backup copy of each assignment that you submit.

UNIVERSITY ATTENDANCE POLICY

The general regulations of the university require punctual and regular attendance at the various academic exercises. If there are extenuating circumstances related to an absence, the instructor should be notified in writing. Absences in excess of 20% may jeopardize receipt of credit for the course. **Given the nature of the course, I will strictly enforce this policy.**

ATTENDANCE POLICY FOR THIS COURSE

Your presence and participation in every class are an essential part of the learning process for you and your classmates. Therefore, attendance will be taken at all classes and is mandatory. I will take attendance in a variety of ways, including, sign-up sheets, submission of written activities, and return of assignments. I may also simply write down the names of those students that I noticed that were absent. Arriving late or leaving early without a proper justification will count as an absence. Forgetting to sign the attendance sheet will constitute an absence. You are expected to let me know if you must be absent due to medical or religious reasons, in which case I will do my best to make the necessary accommodations. **Students that have an absence in more than 20% of the classes will NOT receive credit for this course regardless of the reason for the absence,** including, without limitation, absences due to sports competitions and employment obligations. If you missed classes because you were not registered in the course, those classes

that you missed will count as absences in order to calculate this 20% rule. This is because I firmly believe that the class constitutes a unique learning environment and most of what you will learn takes place in class, not in solitude. So missing classes –for whatever reason- will hurt your scholastic performance. For further clarification, participation in sports competitions does not exempt you from attending class or for complying with other course requirements. If your sports activities prevent you from regularly attending class, please consider dropping this course as your grade may be seriously affected. Again, this is so because the course is conceived so that you will learn collaboratively with your colleagues and with my guidance. As a matter of courtesy, I may permit a student athlete to write a test on a different day if there is a conflict with one of their sports obligations, provided the student has regularly worked hard in class. But, this will be considered on a case-by-case basis. I will not normally authorize you to reschedule more than one test in the course. I will not authorize student athletes or any other student to reschedule, or extend the deadline for, the global take-home. **Under no circumstances will a student that missed a class receive credit under the class participation evaluation component for that class.** Written class activities not done in class on the day originally conducted will not be rescheduled or accepted for marking. Written assignments not submitted personally in class on the due date will not be accepted for marking either.

MISSED CLASS POLICY

If you miss class, please don't ask me for notes –let alone to reteach a class during my office hours or over email. This is because I firmly believe that you learn from constructing and discovering knowledge by yourself and through interaction with your peers, not by reading my notes or listening to me. The learning takes place in class through a carefully designed learning environment that I create based on theoretically grounded and empirically supported teaching and learning strategies. It is unique and cannot be reproduced in my office. So, if you missed a class –for whatever reason- you missed a unique learning experience. No one and nothing can make up for that lost opportunity. If the reason for your absence qualifies you for an extension of an assignment or the reschedule of an evaluation under University policy or current legislation, then you will have the remedy afforded to you by such policy or legislation, but the learning opportunity that you missed is irrecoverable.

EARLY FEEDBACK POLICY

Due to the nature of the course, which emphasizes in-class oral and written work, traditional written examinations may not necessarily be evaluated prior to the withdrawal date. Feel free to ask me by email to provide you with a written statement of your standing in the course at any time, including prior to the withdrawal date.

PRIVILEGES: EXTENSIONS, WAIVERS, AND OTHER AUTHORIZATIONS

Extensions, waivers, reschedules, rewrites, make-ups, and extra-credit activities are considered privileges, given on a case by case basis and as a matter of courtesy. For further clarification, I may or may not grant them or I may grant them to some students and not to others, depending on a number of factors. In general, I will only grant privileges in exceptional circumstances. The following are examples of circumstances that may never be considered exceptional: internet outages, computer or printing problems, compliance with a job supervisor's request to do overtime or an extra shift, or sports commitments. You must plan ahead in order to comply with all the course requirements. This means, among other things, not starting your work the night before the deadline. You must request a privilege in writing. If I grant it, you must keep a copy of the privilege given by me in writing. Privileges not requested in writing and not given in writing are not valid. Occasionally, I may give you the possibility of rewriting a written assignment or some questions from a test. If so, you will forfeit that possibility if you did not attend the class when I returned the original tests or the written assignments. Also, you must rewrite the questions from a test – or hand in the rewritten assignment- on the very next class **IN CLASS**. Otherwise, you forfeit your privilege to rewrite the questions from a test or to hand in the assignment. Under exceptional, extenuating, and extraordinary circumstances, I may give you as a final grade a grade that is more than the sum of each evaluation

component or I may waive a course requirement other than class participation. I may also give you the possibility of doing activities for extra-credit. If you do not come to class when I distribute the questions or problems for the extra-credit activities, you may not do the extra-credit activities, regardless of the reason for your absence. I may post further rules for extra-credit activities on the course website, which rules may change from time to time. I may also change the attendance policy –or some aspects thereof- in the event classes are interrupted due to a pandemic, or if students have to miss class because of duly documented injury or illness. Please note that medical policies duly adopted by the University and applicable legislation may supersede the rules in this course outline, which is not intended to contradict any such University policy or legislation.

STUDENTS WITH DISABILITIES

Students with disabilities who would like to discuss classroom and/or exam accommodations should contact me as soon as possible.

ACTION RESEARCH

In order to improve my teaching practice and to enhance student learning, I may collect aggregate data about the course, such as attendance, grades, and completion of activities. This will be anonymous and confidential. If you have any questions or concerns please contact me.

ACADEMIC DISHONESTY

The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. Please read the Student Code of Conduct (Academic) on plagiarism and other offences against academic honesty. Please note that any self-misrepresentation in order to avoid attendance, meeting of assignment deadlines, writing of tests or examinations and/or completion of assignments, constitutes academic dishonesty. The following web site contains a complete policy statement on academic dishonesty and attendance. You are encouraged to read it for further clarification: http://www.algomau.ca/uploads/file/pdf/chapter_3.pdf.

TEACHING EVALUATIONS

Please remember to complete the electronic teaching evaluations towards the end of the course. The University considers the evaluation instrumental in assessing teaching. The University will announce the period and instructions for completing the evaluations.

RESEARCH ETHICS

None of the class activities include research involving human beings. However, if you decide that you want to do research involving human beings, such as interviewing or observing, you will need to obtain authorization from the Research Ethics Board BEFORE you start dealing with people. In this case, let me know as soon as possible. I can help you with this process.

INTERNET USE

Many class activities involve doing online searches, reading websites, and posting materials online. You are encouraged to bring to class a laptop, tablet, smartphone, or other electronic device with access to the internet. However, please do not use these devices for any purpose other than to work on the assigned class activity. Any other use is highly disruptive of the learning experience. If you don't have an electronic device with internet access to work with, you may work with a student who has one, use the classroom computer, or go to the computer lab. Please don't feel compelled to buy any device for this class.

TRIGGER WARNINGS

Some materials in this course may be sensitive. Course materials, including lectures, class activities, hypotheticals, scenarios, examples, court cases, and films shown in class, may have mature content, including violent, sexual, and strong language content. Except for newspaper articles and court cases, all class activities are hypothetical and fictitious. Any resemblance to actual persons, institutions, or events is purely coincidental. The views and opinions expressed in the articles assigned for reading in this course are those of the authors and do not necessarily reflect the position of the course professor. Questions, follow-up questions, examples, and comments made within the context of class activities do not purport to state or reflect the opinions or views of the course professor. All such articles, comments, questions, examples, and activities are meant solely to facilitate the discussion and study of Law. They are not meant to advocate or promote any crime or unlawful action. Neither are they meant to advance any ideological perspective. Discretion advised before signing up for this course.

DISCLAIMERS

Trademarks and registered trademarks mentioned in connection with class activities, readings, and assignments are the property of their respective owners. References to trademarks, registered trademarks, commercial products, services by trade name, or real people, living or dead, in the course are for educational purposes only. No claim is made that any such reference constitutes any sponsorship, endorsement, or association of those products, services, or individuals with this course.

FILM COPYRIGHT

If you decide to show a video in class for a class activity or presentation, you must make sure that the University has the copyright to show that video in class, even if it is only an excerpt. This includes videos that you may find online and DVDs that you rent or own. Currently, the University is subscribed to Audio Cine Films and Criterion Pictures, two licensing organizations. Algoma University has also acquired rights to show some films from the National Film Board. BEFORE showing a video in class, please make sure that you will be able to show it without infringing copyright law. If in doubt, please ask me. You can also check with the library.