

Dr. Ann Engar
Office Hours via Zoom
MWF 9:30-10:30 + by appt.
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LEAP 2700: Legal Professions

W 1:00-1:45 1 credit IVC

Course Description: The purpose of this course is to acquaint you with various legal fields and with the day-to-day work of legal professionals. You will continue to improve your writing, speaking and analytical abilities by writing journals and reflective papers, asking questions, reporting on court, and reflecting on your court listening, reading, and presentations from speakers.

Text: Levit, Nancy and Douglas O. Linder, *The Happy Lawyer* (Oxford, 2010)

Written Work: Written work consists of weekly questions for speakers prepared before their visits and nine weekly journal entries of at least one page that express reactions to the presentations of guest speakers and five weekly journal entries recording observations made while listening to court proceedings. In addition, you need to respond to at least one question or comment on another student's response on the Discussion board per week. For your final project, you will write five-page reflective essay on what you have learned about law during the semester (may include information from the journal entries).

Court Attendance: For the moment, courts are closed to tours and visitors. As the situation changes, we will adapt. The goal is to have you get experience with real court procedures rather than re-created film versions. I have been in contact with both the Matheson and Federal courthouses, and their outreach coordinators will arrange for us to view court proceedings and speak with judges.

Another thing we can do is listen to U.S. Supreme Court hearings. As of now, arguments will be held Nov. 2-4, 9-10, 30, Dec. 1-2, and 7-9. They are streamed on CNN.com and NPR.org. The CNN website provides brief introductions of the cases to be considered. Also, at the end of each argument week, you can download audio files or listen on the Court's website: supremecourt.gov/oral_arguments/argument_audio.

Grading: Grades will be based on written work and participation.

13 journal entries, worth 4 points each	52 points
final paper	25
participation (prepared questions for speakers)	9
answers to questions in Discussion on chapters in Levit book and Dershowitz (2 points per chapter)	14
	100 points

Included in the participation grade are three or more questions prepared to be asked to each speaker (to be posted on Discussion by 10 a.m. the morning of each presentation). Journal entries are to be uploaded to Canvas the Monday after each speaker has presented. Responses to Discussion questions on the text (or fellow students' responses) are also due by Monday each week.

Schedule:

- Aug. 26 Introduction
- Sept. 2 Three questions (Discussion on Canvas) to ask speaker due by 10 a.m.
- Reid Tateoka
 Business and Corporate Law
 President, McKay Burton Thurman
- Levit & Linder, Chapter 1.
 Discussion questions answered by Sept. 4.
 Journal entry due Sept. 7.
- Sept. 9 Three questions to ask speaker due by 10 a.m.
- Esabelle (Ezzy) Khaosanga
 Labor employment law (whistle-blowers, discrimination, sexual
 harassment)
 Associate, Strindberg & Scholnick
 2020 Quinney graduate. Pre-Law LEAP graduate.
- Levit & Linder, Chapter 3.
 Discussion questions answered by Sept. 11.
 Journal entry due Sept. 14.
- Sept. 16 Three questions to ask speakers due by 10 a.m.
- Lance Topham and Heidi Chamorro-Leon
 Patent law and intellectual property, financial compliance
 Patent Law Works, Goldman Sachs, Pre-Law LEAP graduates
- Levit & Linder, Chapter 4
 Discussion questions answered by Sept. 18.
 Journal entry due Sept. 21
- Sept. 23 Three questions to ask speakers due by 10 a.m.
- Thaddeus (Tad) May
 Prosecutor, U.S. Attorney's Office

- Levit & Linder, Chapter 5
Discussion questions answered by Sept. 25.
Journal entry due Sept. 28.
- Sept. 30 TBA
- Levit & Linder, Chapter 6
Discussion questions answered by Oct. 2
Journal entry due Oct. 5
- Oct. 7 Vice-Presidential Debate at Kingsbury Hall
- Create questions you would ask the candidates and submit by **Monday, Oct. 5.**
- Levit & Linder, Chapter 7
Discussion questions answered by Oct. 9.
Journal entry due Oct. 12. For your entry, write your thoughts on the debate.
- Oct. 14 Three questions for speaker due by 10 a.m.
- Emmylou Manwill
Boston University law grad 2020, Pre-Law LEAP grad
Family Law, Domestic Violence
- Alan Dershowitz (Canvas)
Discussion questions answered by Oct. 16
Journal entry due Oct. 19.
- Oct. 21 TBA
- Oct. 28 TBA
- Nov. 4 Federal Courthouse., 351 S. West Temple.
Journal entry due Nov. 9.
- Nov. 11 Matheson Courthouse, 450 S. State.
Journal entry due Nov. 16.
- Nov. 18 Listen to Supreme Court and report in class.
Journal entry due Nov. 23.
- Nov. 25 Listen to Supreme Court and report in class.

Journal entry due Nov. 30.

Dec. 2 Final discussion of court attendance. Reflective essay and semester-long journal due.

Attendance

Students are expected to attend every class session via Zoom and to be on time to show respect for the speakers. You may want to do some research on the speakers. If you must miss class, please let me know. Zoom classes will be recorded for those who have problems attending.

Journal Writing and Reflection

Your one-page journal writing per week is meant for you to process what you are learning and to continue your writing skills. The journal entries should also help you as you write your reflective paper at the end of the semester.

The purpose of journal writing and reflective writing is to gain self-knowledge and content knowledge for the present and future. You should connect your experience to your academic work.

Ask yourself the questions: What? (what did I learn?)
So what? (why does what I learned matter?)
Now what? (what is next?).

These questions can also be seen as before, during, and after. What level of commitment did you have as you began? What level do you have now? What you are writing is an identity narrative, a story of who you were at the beginning of the semester in terms of your views of law and your connection to law, a story of who you are now, and a story of what you expect to be in the future. Meaning, identity, and connection should all feed into one another. Step back from each class session, visit, or reading and ponder what recently transpired: what did it mean to you? To others?

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warning and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).

Wellness Statement

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak me before issues become problems. And, for helpful resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

LGBTQ Resource Center

The U of Utah has an LGBTQ Resource Center on campus. It is located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let us know if there is any additional support you need in this class.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or request an escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding

campus safety via text message. For more information regarding safety and to view available training resources, including helpful information visit safeu.utah.edu.