

2014-2015 LONG SIGNATURE SHEET

RECEIVED
11-10-15

Revised
RECEIVED
10/27/16

UNC CHARLOTTE

Proposal Number: POLS 10-02-15

Proposal Title: Minor in Legal Studies

Originating Department: Political Science

TYPE OF PROPOSAL: UNDERGRADUATE X GRADUATE UNDERGRADUATE & GRADUATE
(Separate proposals sent to UCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11/6/15	11/6/15	11/6/15	Approved	<u>DEPARTMENT CHAIR</u> Sub <i>Greg Weeks</i>
			Approved 3/17/16	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Carole Leeman</i> Carole Leeman
	4-22-16	4-22-16	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>Elizabeth Stearns</i> Elizabeth Stearns
		4/29/16	Approved	<u>COLLEGE DEAN</u> <i>Shawn Long (SB)</i> Shawn Long
		3 Aug 16	Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) <i>John SMALL</i>
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

POLS 10-02-15

Notes:

3 New Courses:

LEGL 1100

LEGL 3000

LEGL 3100

25 New Cross-listings

consultations with:

Africana Studies

Criminal Justice + Criminology

Political Science & Public Admin.

Philosophy

Psychology

Communication Studies

Sociology

College of Business

UCOL forms:

"O" designation form for LEGL 3114

"OPW" designation form for LEGL 4220

OK

JS

3 Aug 16



Wyse, Matt <mwyse@uncc.edu>

Re: Revisions needed to Minor in Legal Studies Proposal

1 message

Nicolaides, Kathleen <knicolai@uncc.edu>

Thu, Jul 28, 2016 at 8:50 AM

To: "Wyse, Matt" <mwyse@uncc.edu>

Cc: Vivian Lord <vblord@uncc.edu>, Gregory Weeks <gbweeks@uncc.edu>

Matt,

Vivian and I met yesterday and agree that all of your changes are necessary. Specifically, all of the changes you cite above should be done and the course catalog should reflect them. The numbers you suggest for the conflicts are good and we will use them. Please tell me what, if anything, you need me to do and I'll get it done right away. I appreciate your taking the time to explain this to me in detail on the phone earlier in the week. As you know we are hoping to get this approved by Paula's UCC committee at her first meeting, then enter the two week consent period and then get this to the registrar so we can teach LEGL 1100 in spring 2017.

I really appreciate your help on this. Thank you.

Kathleen

On Mon, Jul 25, 2016 at 2:41 PM, Wyse, Matt <mwyse@uncc.edu> wrote:

The Minor in Legal Studies proposes four new courses with two identical course numbers. First:

LEGL 3114 Constitution Law and Policy (cross-listed as POLS 3114)

and

LEGL 3114 Mediation and Conflict Resolution (cross-listed as CJUS 3114)

Since you completed an "O" designation form for LEGL 3114 Mediation and Conflict Resolution (cross-listed as CJUS 3114), might I recommend renumbering the other course. This could become LEGL 3113 Constitution Law and Policy (cross-listed as POLS 3114). Does that work? Or do you have another number you prefer?

Second:

LEGL 3240 African Americans and the Legal Process (cross-listed as AFRS 3240)

and

LEGL 3240 Ethics Bowl I (cross-listed as PHIL 3240)

Since LEGL 3240 Ethics Bowl I (cross-listed as PHIL 3240) is part of a sequence with LEGL 3239 (cross-listed with PHIL 3239), might I recommend renumbering the other course. This could become LEGL 3241 African Americans and the Legal Process (cross-listed as AFRS 3240). Does that work? Or do you have another number you prefer?

Also the following small changes are needed to the proposal so the course titles match the course they are cross-listed with:

LEGL 2131 ~~Forensic Psychology~~ Introduction to Forensic Psychology. Cross-listed as PSYC 2131.LEGL 4265 ~~Sociology of Law~~ Social Psychology of Law. Cross-listed as SOCY 4265 and SOCY 4267-4765.LEGL 3240 ~~Ethics Bowl I~~ Ethics Bowl. Cross-listed as PHIL 3240.

- Matt

--

Kathleen M. Nicolaides, J.D. | Senior Lecturer, Pre-law Advisor
UNC Charlotte | Department of Criminal Justice & Criminology
9201 University City Blvd. | Charlotte, NC 28223-0001
Phone: 704-687-0754 | Office location: Colvard 5067
knicolai@uncc.edu | <http://criminaljustice.uncc.edu/>

Send an email to request a pre-law advising appointment

University of North Carolina at Charlotte
New Undergraduate
Course and Curriculum Proposal from Political Science

Establishment of a Minor in Legal Studies

II. Content of Proposal

A. Proposal Summary

1. Summary. The Departments of Political Science, Criminal Justice and Criminology, Africana Studies, Communication Studies, Philosophy, Psychology, and Sociology propose to establish an interdisciplinary minor in legal studies. The proposal also seeks to add the new course, LEGL 1100 Introduction to Law and the Legal System, LEGL 3000 Topics in Legal Studies, LEGL 3100 Topics in Legal Skills, and 25 new cross-list courses with LEGL designation.

B. Justification

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Legal Studies is an interdisciplinary approach to the study of law and society and business. The purpose of the Legal Studies minor is to enhance a liberal arts education across traditional disciplines, focusing on the theory and operation of law and legal institutions. The courses in the Legal Studies minor will expose students to the many facets of law as a social phenomenon - its evolution, function, motivating ideas and effects. The minor is not intended as preparation for law school because the emphasis is on exploring broadly defined questions about law from a variety of perspectives, rather than on training for the profession.

UNC Charlotte is the ideal place to initiate a Legal Studies minor because we have at least 12 departments teaching law-related classes, a CLAS advising system already in place, an active Pre-law Society and supportive administration. Although legal studies programs and/or majors are growing nationally, our peer institutions do not have the kind of program we propose so we are filling a critical gap in the UNC system.

The minor in Legal Studies allows students interested in topics related to law and legal procedure the opportunity to acquire a basic level of law-related competency by taking courses offered across a range of disciplines, included but not limited to Africana Studies, Criminal Justice and Criminology, Communication Studies, Philosophy, Political Science, Psychology, and Sociology. In addition to fostering critical thinking and other transferable skills, the broad base of knowledge about law-related topics that students acquire in this minor better positions them for employment in governmental and nonprofit agencies, as well as business in which legal knowledge is beneficial.

While UNC Charlotte offers a wide variety of legal courses, they are spread out in a variety of departments across several colleges. Students who are interested in legal areas

are unaware of the different courses and the variety of legal course opportunities. Students are not able to benefit from the wide variety of law type courses that are offered because there is no system in place to guide them or a way to educate them about all the offerings. The establishment of a Legal Studies Minor will allow students to integrate these courses into a comprehensive academic course of study. The minor will benefit the faculty teaching the courses by enabling them to reach a broad pool of potentially interested students (cross-listed as LEGL).

The legal studies minor also would bolster advising, extracurricular opportunities such as mediation tournaments and mock trial competitions, and legal profession exploration through a variety of experiential learning opportunities. Six introduction classes in the Departments of Political Science and Criminal Justice and Criminology that include students across many pre-majors were surveyed in early fall, 2014 (n=717). Of these students, 56% (n=402) responded that they would consider a legal studies minor (See attachment 2: "Interest in Legal Studies Minor.")

2. Prerequisites/corequisites: Students declaring a minor in Legal Studies must meet all requirements for undergraduate admission to the University.

A total of 18 hours in courses approved for Legal Studies credit with an overall GPA of 2.0 in those courses is required. Students must earn a C or better in courses that are counted toward the minor, with the exception of Introduction to Law and the Legal System, LEGL 1100, where students must earn a B or better, and no courses counted toward the minor may be taken pass/fail.

To be accepted into the Minor in Legal Studies, students are required to complete with a B or better, LEGL 1100, Introduction to Law and the Legal System (3 hours), and have a declared major at UNC Charlotte. Only after completion of this introductory class may students apply to the minor. The minor consists of 18 semester hours. Students must take at least 3 hours in a Legal Skills course and the remaining 12 semester hours may consist of Legal Studies Substance courses. A maximum of 6 of these hours may be in the student's major. No courses counted toward the minor may be taken pass/fail. Because this minor is designed to be an interdisciplinary minor, no more than six hours from any of the student's major areas of study may double count for the Legal Studies minor. In addition, a student cannot take more than six hours from any one major area, e.g. AFRS, CJUS, COMM, PHIL, POLS, PSYC, SOCY.

The minor in Legal Studies would be awarded only to students completing an undergraduate major at UNC Charlotte.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The course numbering follows what has already been established for similar interdisciplinary majors and minors.

4. In general, how will this proposal improve the scope, quality and /or efficiency of programs and/or instruction?

UNC Charlotte currently has a variety of courses that examine substantive areas of the law and legal process or develop the skills necessary for legal professionals entering a legal-related field. It has a Pre-Law Society and student programs that compete in extramural legal competitions (Mediation and Mock Trial); however, students do not have a centralized means to take a legal concentration of courses nor is there a centralized way to communicate to interested students. Currently students rarely have the opportunity to take legal-related courses offered outside their home college. The Legal Studies minor would recruit quality students who are interested in pursuing law-related careers.

C. IMPACT

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The minor will provide an attractive option for students majoring in disciplines including but not limited to: Africana Studies, Criminal Justice and Criminology, Political Science, Philosophy, Psychology, Sociology, and Communication Studies. The minor is designed to foster critical thinking skills and expose students to social policy questions explored within a legal framework. Undergraduate students benefit from this by learning about theories of justice, laws within a community and historical underpinnings of law and justice. While the minor may be useful for students contemplating law school, it is also intended to appeal to a wider group of students interested in issues relating to law and society and careers in public policy- related fields.

The Legal Studies minor at UNC Charlotte will not provide professional legal training. The minor is not designed only for those students who plan a career in the law or related fields, but also for student in multiple fields such as human resources, business, communications, criminal justice, public policy, politics, consulting, health care and many others. The courses in the minor provide a broad-based academic foundation for careers such as government contracting officer, policy analyst, court administrator, consultant, human resource specialist, federal agent, police officer, paralegal, political consultant, and many more, as well as complement any major as an excellent preparation for law school.

2. What effect will this proposal have on existing course and curricula?

The seven departments within CLAS listed in the proposal summary are involved in the proposal and implementation of the minor. The chairs or designees of each department have identified courses for cross-listing as LEGL and the anticipated majors in their departments who are likely to desire the Legal Studies minor. Communication and cooperation among the departments will strive for appropriate access to the courses

especially identified courses that may experience slightly higher enrollment (See List of Courses in Undergraduate Catalog Copy).

- a. When and how often will added course(s) be taught?

Introduction to Law and the Legal System, LEGL 1100, is a new course (syllabus attached) that will be offered annually in the spring. The need for more offerings annually will be assessed after the minor is established. This proposal also includes a course entitled LEGL 3000 (syllabus attached) to provide flexibility for an additional special substantive topics course and LEGL 3100 (syllabus attached) for an additional special topics skills course.

- b. How will the content and/or frequency of offering of other courses be affected?

Annually one additional section of CJUS 4220 Evidence, cross listed as LEGL 4220. Annually, one section of LEGL 3000 Legal Topics (substance), will be needed.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

The introduction course will begin with 50 students based on interest demonstrated by the students surveyed in the Introduction to Criminal Justice (CJUS 1100) and American Politics (POLS 1110) classes as noted in "Justification."

CJUS 4220 Evidence meets W and O requirements so has to cap at 25.

- d. How will enrollment in other courses be affected? How did you determine this?

The seven CLAS departments have committed seats in specific courses (see attachment 3). The number of minors allowed each year will be calculated based on the seats available in classes that can be used for the minor. Approximately 50 students will be accepted into the minor annually for the first two years. The participating departments will meet annually early in the fall semester to discuss whether the enrollments will be allowed to increase the following year with a plan to absorb the increased number of minors within allotted seats.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, etc.)

A new section of the catalogue would need to be added describing the minor, the introductory course, the two topics courses and listing courses with the LEGL designation.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. PERSONNEL. At least two adjunct faculty members will be needed. One will cover the extra section of Evidence, CJUS 4220 W and O (cross listed as LEGL 4220). The other adjunct faculty member will be needed to cover topics course LEGL 3000. Africana Studies, Communication Studies, Criminal Justice and Criminology, Philosophy, Political Science, Psychology, and Sociology have all indicated commitment to contribute to the minor by cross-listing current course offerings with the LEGL designation. The Director of the minor will receive an administrative stipend to cover minor admissions, administration, declarations, advising, assessments and graduation audits.
- B. PHYSICAL FACILITY. Adequate
- C. Equipment and Supplies adequate
- D. Computer. Adequate
- E. Audio-Visual adequate
- F. Other resources: None needed
- G. Source of Funding: CLAS Dean has committed additional adjunct money and Director stipend

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of Consultation on Library Holdings).

No new library resources are needed. The Introduction to Legal Studies course, LEGL 1100, LEGL 3000 and LEGL 3100 will not burden library staff. (See attachment 1).

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS
The Departments of Criminal Justice and Criminology, African Studies, Communication Studies, Philosophy, Political Science, Psychology, and Sociology were all consulted, and all have offered letters of support. See attachments section.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.
- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. ATTACHMENTS

1. SURVEY OF INTEREST IN LEGAL STUDIES MINOR (See attachment 2).
 2. CONSULTATION: Attach relevant documentation of consultations with other units. (See attachment 3).
 3. COURSE OUTLINE: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. (See attachment 4).
 4. SYLLABUS: For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses. n/a
5. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use “strikethrough” formatting in red text for text to be deleted, and adding and highlighting any new text in blue font). (See attachment 5).

a. For a new course or revisions to an existing course, check all the statements that apply:

For LEGL 1100

- This course will be cross listed with another course.**
- There are prerequisites for this course.**
- There are corequisites for this course.**
- This course is repeatable for credit.**
- This course will increase/decrease the number of credits hours currently offered by its program.**
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.**

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

6. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).

(See attachment 6)

7. Student Learning Outcomes Assessment Plan and Report (See attachment 7)

Interest in Legal Studies Minor

Three introduction classes in Criminal Justice (n=319) and three introduction classes in Political Science (n=398) were surveyed for interest in the Legal Studies Minor. Fifty-six percent (n=402) of the students responded that they would consider a legal studies minor. The students also were asked at what level of certainty would they consider a legal studies minor.

[Levels of certainty do not equal response to “Would you consider a minor in Legal Studies?"]

Combined Class	Number	Percentage
CJUS 1100	203	63.6%
Unsure	40	19
Somewhat	74	35
Likely	54	27
Highly likely	38	19
POL 1110	199	50.0%
Unsure	56	27
Somewhat	87	42
Likely	30	15
Highly likely	32	16



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Vivian Lord
From: Bridgette Sanders
Date: August 21, 2014
Subject: Minor in Legal Studies

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: August 21, 2014

Please Check One:

- Holdings are superior _____
- Holdings are adequate XX
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Atkins Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this minor include *Westlaw Campus Research*, *LexisNexis Academic*, *Criminal Justice Abstracts*, *National Criminal Justice Research Service (NCJRS)*, *JSTOR*, *Communication and Mass Media Complete*, *Linguistics & Language Behavior Abstracts*, and *Worldwide Political Science Abstracts*.

The Library has an excellent collection of journals, both print and electronic, that can support this course. The library also has an excellent collection of ebooks that will supplement the print books in the collection.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate

Bridgette Sanders
Evaluator's Signature

August 21, 2014
Date



Szmer, John <jjszmer@uncc.edu>

Fwd: Minor in Legal Studies

Weeks, Gregory <gbweeks@uncc.edu>
To: John Szmer <jjszmer@uncc.edu>

Wed, Oct 21, 2015 at 9:18 AM

----- Forwarded message -----

From: **Smith-Ruiz, Dorothy** <dsruiz@uncc.edu>
Date: Tue, Oct 20, 2015 at 5:32 PM
Subject: Minor in Legal Studies
To: Gregory Weeks <gbweeks@uncc.edu>

Dear Greg:

The Africana Studies Department is in total support of a minor in Legal Studies.

Because of its interdisciplinary structure, we are willing to cross-list with our AFRS African Americans and the Legal Process course (3240). We are also in the process of developing a 3000 level course that could contribute to the curriculum as well.

Let me know if you have questions/concerns.

Dorothy

--

Dorothy Smith-Ruiz, Ph.D.
Interim Chair
Director of Undergraduate Education
Department of Africana Studies
The University of North Carolina at Charlotte
Charlotte, NC 28223-0001
(704) 687-5166

Support and Consultations from Other Departments

----- Forwarded message -----

From: **Bjerregaard, Beth** <bebjerre@uncc.edu>

Date: Fri, Sep 11, 2015 at 2:29 PM

Subject: Re: support and consultation for the long form of legal studies minor

To: "Lord, Vivian" <vblord@uncc.edu>

Vivian,

The Department of Criminal Justice & Criminology supports the proposal for a minor in legal studies. We have several classes that we believe could contribute to the minor including CJUS4220 Evidence, CJUS3114 Mediation & Conflict Resolution, CJUS3110 Criminal Justice & the Law, CJUS3111 Criminal Procedure and CJUS3102 American

Criminal Courts.

Beth

On Wed, Sep 9, 2015 at 5:24 PM, Lord, Vivian <vblord@uncc.edu> wrote:

Please advise of your support and consultation for the Legal Studies Minor. Your email will be included as an attachment for the Legal Studies minor proposal. If possible, please include your willingness to identify some of your courses to be cross-listed with the Legal Studies designation.

Thank you. Vivian

Vivian B. Lord, PhD | Interim Director of the School of Social Work
Mediation Program Director
Professor, Criminal Justice and Criminology; Professor, Public Policy
UNC Charlotte
9201 University City Blvd. | Charlotte, NC 28223
Phone: [704-687-0752](tel:704-687-0752) Fax: [704-687-5285](tel:704-687-5285)
vblord@uncc.edu



UNC CHARLOTTE

Department of Communication Studies

9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704.687.4005 f/ 704.687.6900

November 9, 2015

To: Greg Weeks, Chair, Department of Political Science and Public Administration

From Richard Leeman, Interim Chair, Dept. of Communication Studies

Re: Department endorsement of the proposed Legal Studies Minor

The Department of Communication Studies supports the adoption of the proposed minor in Legal Studies. The minor will be a particularly helpful addition to the curriculum for our Communication Studies majors who intend to pursue J.D. degrees. We are pleased to provide seats in our COMM 4101 Media Law and COMM 2103 Argumentation and Debate courses in support of the minor.

From: **Shannon Sullivan** <SSullivan@uncc.edu>
Date: Tue, Oct 6, 2015 at 10:01 AM
Subject: support for Legal Studies Minor
To: Gregory Weeks <gbweeks@uncc.edu>

Dear Dr. Weeks,

I'm writing as the Chair of the Philosophy Department to indicate my support for the new Legal Studies Minor. Our department thinks that the minor will be very helpful to UNC Charlotte students and we look forward to participating in it.

Sincerely,

Shannon Sullivan

--

Chair, Department of Philosophy
Professor of Philosophy and Health Psychology
Winningham 103
UNC Charlotte
Charlotte, NC 28223

Van Wallendael, Lori

11:45 AM (1 hour ago)

to Gregory,

me

Psychology supports the Legal Studies minor proposal. We believe the proposed minor would be of interest to many of our students, and we are happy to have Forensic Psychology cross-listed with the Legal Studies designation.

Lori R. Van Wallendael, Ph.D.

Associate Professor and Associate Chair

Department of Psychology

UNC Charlotte

9201 University City Blvd.

Charlotte, NC 28223

(704) 687-1360

"Growing old is mandatory, but growing up is optional" -- Walt Disney

LEGL 1100 Introduction to Legal Studies
Spring 2017
(Days of the week and time here)
(Building and classroom here)

Instructor: Kathleen M. Nicolaidis, J.D.

Office: Colvard 5067

Office Hours:

Phone: 704.687.0754

Email: knicolai@uncc.edu

TA:

Office:

Email:

Required Reading

Joanne B. Hames & Yvonne Ekern, *Introduction to Law* (5th ed. 2015) (most likely)
and/or Jay Feinman, *Law 101* (4th ed. 2015).

Assorted readings and cases on Moodle

Course Description

This course is about American law. The course is designed for students in any major who want to gain a greater understanding of the role of law in our society. Specifically, this course is designed to help students become intelligent and critical scholars of legal discourse. Students will learn about the organization and operation of the American legal system, be introduced to basic concepts of substantive and procedural law, study cases and statutes, and develop critical thinking skills. The goal of this course is for students to be able to apply what they learn to everyday situations they will face in their life and careers after graduation.

Course Requirements

This class is taught using the Socratic method style of teaching. I will call on a student and engage in a dialogue about a particular issue. The student is expected to respond and by engaging in the dialogue the entire class learns the concept discussed. Class participation is key to success in this course. All students are expected to attend class regularly and be on time. Several guest speakers may speak to the class throughout the semester, and information contained in their presentations will be used on examinations. Students are expected to complete all of the readings and be prepared to discuss them in class. If a student must miss a class, it is his or her responsibility to know announcements made in class regarding testing or other assignments. Make up exams will be given in exceptional circumstances, and any make

up exam must be approved by me *prior to* the test date. There are no exceptions to this rule. A student who misses an exam without my approval will receive a 0 (F) for that exam.

Grading

Grading is based on a ten point scale: A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60.

There are three exams during the semester and one final exam. The first three exams are worth 20%. The final exam is worth 30%.

There are three quizzes or other assignments (attending and writing about a University event, for example, Constitution Day), two of which will count, each is worth 5% for a cumulative total of 10%. The lowest grade of these smaller assignments will be dropped. No makeup quizzes or papers are ever given. In summary, the grading is as follows:

Exam No. 1 = 20%

Exam No. 2 = 20%

Exam No. 3 = 20%

Final Exam = 30%

Quizzes or short paper or other assignment = 10%

Please note that pursuant to College of Liberal Arts and Sciences (CLAS) policy, grades may not be discussed by email. If you have a question about your grade(s) in this course, please see me or my graduate assistant in person during our office hours.

Academic Integrity

All students are responsible for following the requirements of the UNC Charlotte Code of Academic Integrity, which is found on the UNC Charlotte website. The Code is strictly enforced in this class. Academic dishonesty in any form will not be tolerated.

Disabilities

UNC Charlotte is committed to making all reasonable accommodations for students with disabilities. Disability Services may be reached at (704) 687-4322. If you believe your disability may affect your performance in this course, you must contact Disability Services in a timely manner and follow the appropriate procedures.

Course Calendar and Reading Assignments

Below is a list of general topics we will cover and the corresponding reading assignments. The amount of time devoted to each topic may vary depending upon student interest.

Examinations and other due dates are subject to change at my discretion. Notice of any changes will be given in class by me.

Week of January 9th

Text: Chapters 1 and 2

Introduction to Law and the U.S. Legal System

Week of January 14th

Text: Chapter 3

The Courts and Legal Personnel

Week of January 21st

Text: Chapters 4 and 5

Finding and Using the Law – Legal Research, Analysis and Writing

Week of January 28th

Review for first exam

Exam No 1: Thursday, exact date here (chapters 1 – 5 and lectures)

Week of February 4th

Text: Chapter 6

Constitutional Law

Week of February 11th

Text: Chapter 7

Tort Law

Week of February 18th

Text: Chapter 8

Family Law

Week of February 25th

Text: Chapter 9

Estate Planning: Wills, Trusts and Probate

Exam No 2: exact date here (Chapters 6 – 8 and lectures)

Week of March 4th

Spring Break – NO CLASS

Week of March 11th

Text: Chapter 10

Contract and Property Law

Week of March 18th

Text: Chapter 11

The Business Environment: Agency, Employment, Business Organizations and Bankruptcy Law

Week of March 25th

Text: Chapters 12 and 15

Civil and Criminal Procedure before Trial

Week of April 1st

Text: Chapter 13

Alternative Dispute Resolution

Exam No. 3: exact date here (chapters 9 – 13)

Week of April 8th

Text: Chapter 14

Criminal Practice: Criminal Law and Juvenile Law

Week of April 15th

Text: Chapter 16

Rules of Evidence

Week of April 22nd

Text: Chapters 17

The Trial

April 29th – last class

Review for Final Exam (focus is on chapters 14 – 17 and lectures but exam is cumulative)

Final Exam: May _____ (insert exact date here)

LEGL 3000 Legal Studies Topics Course
Fall or Spring ____
Days and Time here

Instructor:
Office:
Office Hours:
Phone:
Email:
TA:
Office:
Email:

Required Reading

Textbook, moodle assignments, articles, cases, etc. here.

Course Description

This class is about a specific substantive area of the law, for example, Organizational Law. Organizational Law focuses on contracts, torts, and business associations and would examine current topics such as corporate governance, compliance and federal regulation. Special attention would be given to the investigation, adjudication and regulation of white collar criminal behavior. The course could also explore legal issues related to the public sector and international legal issues.

Class goals would be set out:

Course Requirements

Set out here.

Grading

Please note that pursuant to College of Liberal Arts and Sciences (CLAS) policy, grades may not be discussed by email. If you have a question about your grade(s) in this course, please see me or my TA in person.

Plagiarism Guidelines

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the

Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Academic Integrity

Do not cheat. Cheating includes, but is not limited to, copying someone's work or allowing your work to be copied, unless I specifically say that an assignment is collaborative. Cheating also includes, but is not limited to, the borrowing of text from other sources without proper citation.

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at:<http://www.legal.uncc.edu/policies/ps-105.html>

The Code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonestly. Any special requirements or permission regarding academic integrity in this course will be stated by me, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. Please see me if you have any questions about academic integrity.

Disabilities

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations. Disability Services is on the first floor of Fretwell and may be reached at (704) 687-4322.

Title IX reporting obligations re: Incidents of Sexual Harassment, Sexual Assault, Relationship Violence, and Stalking

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

University policy on withdrawals

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Use of cell phones, smart phones, or other mobile communication devices in the classroom

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Computer use in the classroom

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Religious Holiday Observances

According to UNC Charlotte Policy 409: “UNC Charlotte provides reasonable accommodations, including a minimum of two excused absence each academic year, for religious observances required by a student’s religious practice or belief...It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte’s academic calendar.”

The full text of this policy is available at: <http://legal.uncc.edu/policies/up-409>.

Course Calendar and Reading Assignments

Below is a list of general topics that will be covered and the corresponding reading assignments. The amount of time devoted to each topic may vary depending upon student interest.

Examinations and other due dates are subject to change at my discretion. Notice of any changes will be given in class and on Moodle by me.

Weeks of semester set out with corresponding assignments and due dates.

Final Exam:

LEGL 3100 Legal Studies Skills Topics Course
Fall or Spring ____
Days and Time here

Instructor:
Office:
Office Hours:
Phone:
Email:
TA:
Office:
Email:

Required Reading

Textbook, moodle assignments, articles, cases, etc. here.

Course Description

This class is about a specific skills area of the law, for example, Mock Trial. The class would cover the structure of the trial in the U.S. judicial system, as well as the roles of the different actors in the process, from the judge to the jury, lawyers, and witnesses. The topic would cover the institutional rules that govern the process, including rules of evidence and procedure. Unlike most courses this would rely heavily on simulations (e.g., mock trials) in addition to course lectures to learn the material. Students in this course may also be selected to participate in regional and national mock trial tournaments.

Class goals would be set out:

Course Requirements

Set out here.

Grading

Please note that pursuant to College of Liberal Arts and Sciences (CLAS) policy, grades may not be discussed by email. If you have a question about your grade(s) in this course, please see me or my TA in person.

Plagiarism Guidelines

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you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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Course Calendar and Reading Assignments

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Weeks of semester set out with corresponding assignments and due dates.

Final Exam:



Approvals

General Education Program:
Writing Intensive and Oral Communication
Requirements

	Signature	Date
Department		
College		
University College		3 Aug 16

“W” and/or “O” Designation Form

Name of Person Submitting Proposal:	Vivian Lord					
Department:	Criminal Justice and Criminology					
Designation Requested:	NEW Course <u> X </u>			or EXISTING Course <u> </u>		
	W <u> </u>	O <u> X </u>	W & O <u> </u>	Add <u> </u>	W <u> </u>	O <u> </u>
				Remove <u> </u>		
Course # and title:	LEGL 3114 Mediation and Conflict Resolution (Cross-listed with Existing Approved Course CJUS 31114 Mediation and Conflict Resolution)					
Effective beginning (Sem/Yr):	Fall/2017					
Curriculum Proposal Initiated: (Mo/Yr):	Fall/2015					

Instructions

NOTE: This form concerns the “W” and/or “O” designations only; it *supplements* the [Course and Curriculum Short Form](#) used for all new/revised courses.

1. Submit this coversheet, a syllabus of the proposed new/revised course, your description of how the course meets the guidelines below, and the [Course and Curriculum Short Form](#) to your college Course and Curriculum Committee. **NOTE: if the request is to remove designation(s) please attach an explanation for the request and an analysis of the curricular implications.**
2. Following collegiate approval of the new/revised course, it should be forwarded to University College for “W” or “O” designation review and then routed to the Undergraduate Course and Curriculum Committee.
3. To allow time for processing.

For more information contact the Dean of University College 704-687-5628, or jmail@uncc.edu.

1. Describe how the oral communication skills taught are specific to the discipline.

This course focuses on conflict resolution, with an emphasis on developing student mediation skills. Skills emphasis includes active and reflective listening, reframing, asking appropriate questions, identifying positions and interests, deescalating conflicts and facilitating resolution of disputes. Students demonstrate these oral communication skills approximately 50% of each class session in individual skill development and ultimately, mock mediation format. In addition, students provide appropriate oral feedback to one another on mediation skills.

2. Describe how oral communication is an integral, on-going part of the course (frequent and regular during the semester) rather than isolated in a specific assignment.

Students are coached by instructor and one another on effective communication skills for mediation practice. Mediation by its very nature requires the use of advanced oral communication skills to effectively guide disputants through the resolution of their dispute.

The skills described in #1 are introduced by the instructor and then practiced by students. The skills are building blocks for conducting effective mediations. After the students demonstrate basic mastery of the skills, the instructor integrates these skills into mediation scenarios.

3. Describe the oral communications assignments students must do including how many are in formal presentations of some sort. (The minimum is two formal presentations; for best practice it should be close to twice that.)

All students are assessed as mediators and advocates on which they receive coaching from the instructor. In addition, the students participate in a mock mediation tournament in which they receive assessment from two independent judges. Also the students work on a group service project for which they must present the results in a formal class presentation.

4. Describe what percentage of the final grade is based on oral communication assignments? (The minimum is 30%; for best practice it should be 50% or more.*)

Nearly 100% of course activity is devoted to oral communication assignments. The exception is a written final exam.

5. Indicate how you will incorporate revision/feedback into the course's oral communication projects. It should be clear that students have opportunities to practice and thus develop their oral communication skills.

The majority of a student's grade is calculated based on their mastery of mediation skills as demonstrated in class and at competition. Modifications to the assignments are ongoing to enhance the learning experience of the students.

6. Provide criteria for evaluating student speaking and how those criteria will be used.

Attached is the instruments used for the mock mediation tournaments and the final presentation rubrics.

7. Confirm that course enrollment will be limited to 25 students and that responsibility for instruction, supervision, and evaluation remains with the instructor rather than being delegated.

This class is limited to 25 students to allow for intensive one-on-one student teacher interaction.

Instructor is 100% responsible for instruction, supervision and evaluation.

CJUS 3114 Conflict Resolution/Mediation

Fall 2015

Instructors: Vivian B. Lord, Ph.D.

Classroom: 205 Denny

Class Meeting Hours: WF 11-12:15 AM

Office Hours: WF 9:30-11:00 or by appointment (Office: 495 CHHS)

Email: vblord@uncc.edu

Required Texts: Fisher, R. and Ury, W. (2011 or 1991). Getting to Yes. New York: Penguin
Nagle Lechman, B. (2008). Conflict and Resolution (2nd ed). Wolters Kluwer

Course Purpose: This course introduces students to the varied elements of conflict and conflict resolution, with a specific emphasis on mediation. It also prepares students to compete in mock mediation tournaments and apply conflict resolution and mediation skills to their personal lives.

Course Objectives: The students will be able to

1. Understand their personal style of conflict resolution.
3. Understand the concepts and principles of mediation and its practice.
4. Be familiar with relevant laws and how those laws apply to facts
5. Be able to evaluate, negotiate and mediate a conflict.

Course Requirements: Grades: 90-100 A, 80-89 B, 70-79 C, 60-69 D, Below 60 F

Class exercises, quizzes, and homework (30%): Attendance and participation in class are mandatory. Arriving on time is a requirement of attendance. Students who do not attend class will not be successful. The course is very interactive and participatory in nature. In order to be considered an excused absence, students must bring an original signed medical excuse with contact information.

Students will receive assignments to prepare for the next class period. These assignments may be mediation parts. If assigned a part and an unforeseen situation occurs that the student cannot attend the next class period, the student must let the instructor know by email at least by 8 AM the morning of the missed class so that the part can be re-assigned to another student. Otherwise the student will receive a 0 for the exercise.

Midterm OR Regional Mediation Tournament (30%): Students must take exams on the scheduled time. Make-up exams will only be given to students who notify Dr. Lord by email **BEFORE** the exam times **AND** provide a signed medical excuse upon their return to class.

12 students will be selected to attend the Mediation Tournament at Georgia State in Atlanta October 22-24. Students' registration, transportation, and hotel will be paid for by the University. Tournament participation will substitute for the midterm exam for those students who participate.

Final Exam (15%) Students must take exams on the scheduled time. Make-up exams will only be given to students who notify Dr. Lord by email **BEFORE** the exam times **AND** provide a signed medical excuse upon their return to class.

Mediation Project (25%) See last page of syllabus

Etiquette Requirements:

Classroom Etiquette: Students are expected to come to class prepared, having read the readings scheduled for discussion at each meeting. Students will be expected to participate in class discussions and other class exercises. **Cell phones and other electronic devices are to be turned off during class. No texting or computer use will be allowed during class. Students will be asked to leave if they insist on using electronic devices during class.**

Email Etiquette: Students are expected to check their university email account daily. To communicate by email, students are expected to include a brief descriptive subject line to clearly describe the subject of the email, to include a salutation, e.g. "Dear Dr. Lord," a grammatically correct email message, and signed with the student's first and last names.

Academic Integrity: All students have **the responsibility to be familiar** with and to observe the standards of the UNC Code of Student Academic Integrity and UNC Charlotte Code of Student Responsibility. This code forbids cheating, fabrication or falsification of information, multiple

submissions of material, plagiarism, abuse of academic material, and complicity in academic dishonesty. Students caught cheating or plagiarizing will receive an F for the course and will be referred to the Student Conduct Committee.

Special Accommodation: UNC Charlotte is committed to making all reasonable accommodations for students with disabilities that have been documented and registered with the office of Disability Services. If students are unsure about how to document and register disabilities, they should contact Disability Services.) If the student believes his or her disability will affect their performance in class, they must contact Disability Services during the first part of the term and ask for an accommodation form for the disability they have documented. The accommodation form will notify the instructor that the students have documented disabilities and that the students have requested accommodations for this course. It will also assist the instructor in providing the accommodations appropriate to meet the student's needs.

Diversity Statement: UNC Charlotte strives to create an academic climate in which the dignity of all individual is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Week/Date	Topic	Class Assignment
1.Aug 26-28	Overview/Conflict	Lechman, Ch. 1-2
2.Sept. 2-4	Active Listening/ Reframing	Class notes
3.Sept. 9	Negotiation	Lechman, Ch. 3
Sept. 11	Due: final mediation project selection	
4.Sept. 16-18	Negotiation	Fisher/Ury Chs. 1-5
5.Sept. 23-25	Mediation/Introduction	Lechman Chs. 4, 7
6. Sept. 30-Oct. 2	Conference Mediations	Fisher/Ury Chs. 6-8
7.Oct. 7-9	Caucus Mediation	
8.Oct. 14-16	Financial Mediations	
9.Oct. 21	Midterm	
Oct. 23	Mediation Tournament	
10. Oct. 28-Oct. 30	Arbitration	Lechman Ch. 5
11. Nov. 4-6	Restorative Justice	
12. Nov. 11-13	Juvenile Victim/Offender RJ	Guest speaker
13.Nov. 18-20	Student project presentations	
14. Dec. 2	Review for Final	
15. Dec. 9	Final Exam	

Final Mediation Project

Students will form groups of 4 students who will design and present a 20 minutes presentation that covers the following:

- What Conflict is (relevant examples)
- Skills needed to resolve Conflicts (active listening, reflecting, reframing)
- Conflict Resolution Styles (optional)
- Negotiation Skills/Conflict Resolution Steps
- Brief example
- Resources available on campus or near-by community

The students will present on November 18th or 20th to a three-judge panel of peers. The judges' ratings will count 20% toward the total presentation grade.

Group members' evaluation on each other will count 10% toward the total presentation grade.

The project will be graded using a rubric on the following dimensions:

- Organization
- Clarity of slides and oral presentation
- Completeness and accuracy
- Evidence of practice

MEDIATION BALLOT (Conference Round)

Round _____ Judge _____

Team # _____

Instructions: In each round, there is an advocate/client team representing the plaintiff and another team representing the defendant. There are six categories, each earning 1-10 points. Please place your score on the line provided for each category (whole numbers only). ***Because this is an instructional tournament, your written comments on the backside of this ballot are important.***

Below Average	Average	Good	Excellent
1 2 3	4 5 6	7 8	9 10

Score

Score

1. Opening Statement. (1-10 points) Did the advocate adequately present the facts and law of his client's case? How organized and prepared was the advocate and how persuasive was his/her presentation?

2. Relationship (1-10 points) Did the advocate accurately and appropriately recognize the value of the relationship in the dispute, and evaluate both the strengths and weaknesses of his/her party's case? Did the advocate acknowledge the emotions?

3. Strategy, Tactics and Creativity (1-10 points) Did the advocate express the client's goals, expectations and interests? Did he/she and the client suggest creative ways to resolve the dispute which honored the relationship and empowered the parties?

4. Teamwork Between Advocate and Client (1-10 points) Did the advocate and client communicate effectively with one another? Was the advocate receptive to changes in position taken by the client during the mediation? If the client was difficult, did the advocate keep him/her focused and listening?

5. Overall Evaluation (1-10 points) In general, did the advocate achieve the goals of his/her client, and did the client effectively assist in achieving this outcome? How much did the advocate/client team contribute to the settlement and how well did they work with the mediators? If settlement was not reached, how much of the failure is attributable to this advocate/client team? (If the advocate/client team obstructed an overall settlement, they should be scored accordingly low.)

6. Self-Evaluation (1-10 points) How thoughtfully did the advocate and client answer these questions: A) If you had to do the mediation over again, what would you do the same or differently? B) What were your goals and strategies coming into the mediation and how did they play out during the mediation?

COMMENTS:

COMMENTS:

Rubric for the Assessment of Communication: Oral

Communication: Oral Demonstrate competency in oral communicates	Indicators of Effective Oral Communication	Level of Achievement					Score
		1	2*	3	4**	5	
	Subject Knowledge: Depth of content, relevant support, clear explanation	Provides irrelevant or no support: explanation of concepts is unclear or inaccurate		Main points adequately substantiated with timely, relevant and sufficient support; accurate explanation of key concepts		Depth of content reflects thorough understanding of topic; main points well supported with timely, relevant and sufficient support; provided precise explanation of key concepts	
	Organization: Main points distinct from support, transitions, coherence	Lack of structure; ideas are not coherent; no transitions; difficult to identify introduction, body, and conclusions		Clear organizational pattern; main points are made clearly; smooth transitions differentiate key points		Effective organization well suited to purpose; main points are clearly distinct from supporting details; transitions create coherent progress toward conclusion	
	Connection to Audience: Needs & interest, demonstrates understanding	Topic seems irrelevant to audience needs and interests; no attempt made to connect to audience		Some relevance of topic to audience needs and interests; expresses an understanding of their target audience; some attempt to capture audience		Connection of topic to audience needs and interests is stated; captures audience's attention	
	Delivery: Eye contact, movement, voice, fluency	Reads speech; avoids eye contact; poor body language; poor voice quality; poor fluency (e.g., long pauses, poor pronunciation, excessive use of vocal fillers)		Unobtrusive use of notes; some eye contact made; body language supports key points; voice rate and volume allow audience to follow message; adequate fluency (e.g., clear pronunciation, few minimal pauses, some use of vocal fillers)		Inconspicuous use of notes; effective eye contact with audience; body language is dynamic, natural and comfortable; voice rate, pitch and volume is varied to maintain audience interest; high fluency (e.g., strong and confident delivery with purposeful pauses and few vocal fillers)	
	If applicable: Response to questions or differences in opinion					TOTAL	

*Exhibits most characteristics of '1' and some of '3'

**Exhibits most characteristics of '3' and some of '5'



UNC CHARLOTTE

Approvals

General Education Program:

Writing Intensive and Oral
Communication Requirements

	Signature	Date
Department		
College		
University College	<i>[Signature]</i>	3 Aug 16

“W” and/or “O” Designation Form

Name of Person Submitting Proposal:	Kathleen Nicolaides						
Department:	Criminal Justice & Criminology						
Designation Requested:	NEW Course <u>X</u>			or EXISTING Course _____			
	W ___	O ___	W & O _X_	Add ___	W ___	O ___	W & O ___
				Remove ___			
Course # and title:	LEGL 4220 Evidence (Cross-listed with CJUS 4220, Evidence, a pre-existing course)						
Effective beginning (Sem/Yr):	Fall/2017						
Curriculum Proposal Initiated: (Mo/Yr):	Fall/2015						

Instructions

NOTE: This form concerns the “W” and/or “O” designations only; it *supplements* the [Course and Curriculum Short Form](#) used for all new/revised courses.

1. Submit this coversheet, a syllabus of the proposed new/revised course, your description of how the course meets the guidelines below, and the [Course and Curriculum Short Form](#) to your college Course and Curriculum Committee. **NOTE: if the request is to remove designation(s) please attach an explanation for the request and an analysis of the curricular implications.**
2. Following collegiate approval of the new/revised course, it should be forwarded to University College for “W” or “O” designation review and then routed to the Undergraduate Course and Curriculum Committee.
3. To allow time for processing.

For more information contact the Dean of University College 704-687-5628, or jmail@uncc.edu.

Request for Writing Intensive (“W”) Designation

Describe how your course will satisfy each of the guidelines for writing intensive courses below. Provide cross references to the course syllabus to illustrate how the guidelines are built into the course requirements. Faculty should also review the [“W-O Best Practices”](#) for information on minimum requirements and best practices for W and O courses.

1. Describe how the writing skills taught are specific to the discipline, and describe the nature of writing assigned in terms of those disciplinary expectations.
2. Describe how writing is an integral, on-going part of the course (frequent and regular during the semester) rather than isolated in a specific assignment.
3. Describe how much writing students will do and how much of the writing is in the form of finished, formal, prose. (The minimum is 9-10 pages of formal prose; for best practice it should be close to twice that.)
4. Describe what percentage of the final grade is based on writing? (The minimum is 30%; for best practice it should be 50% or more.*)
5. Indicate how you will incorporate revision into the course’s writing projects. It should be clear that students have multiple opportunities to revise writing assignments.
6. Provide criteria for evaluating student writing and how those criteria will be used.
7. Confirm that course enrollment will be limited to 25 students and that responsibility for instruction, supervision, and evaluation remains with the instructor rather than being delegated.

Request for Oral Communications (“O”) Designation

Describe how your “O” course will satisfy each of the guidelines below. Provide cross references to the course syllabus to illustrate how the guidelines are built into the course requirements. Faculty should also review the [“W-O Best Practices”](#) for information on minimum requirements and best practices for W and O courses.

1. Describe how the oral communication skills taught are specific to the discipline.
2. Describe how oral communication is an integral, on-going part of the course (frequent and regular during the semester) rather than isolated in a specific assignment.
3. Describe the oral communications assignments students must do including how many are in formal presentations of some sort. (The minimum is two formal presentations; for best practice it should be close to twice that.)
4. Describe what percentage of the final grade is based on oral communication assignments? (The minimum is 30%; for best practice it should be 50% or more.*)
5. Indicate how you will incorporate revision/feedback into the course’s oral communication projects. It should be clear that students have opportunities to practice and thus develop their oral communication skills.
6. Provide criteria for evaluating student speaking and how those criteria will be used.
7. Confirm that course enrollment will be limited to 25 students and that responsibility for instruction, supervision, and evaluation remains with the instructor rather than being delegated.

* Courses proposed for both “W” and “O” have a margin of flexibility as regards these minimums.

Request for Writing-Intensive (W) and Oral-Intensive Designation (O) for LEGL 4220 Evidence (Cross-listed with existing CJUS 4220 Evidence, W and O approved course)

In order for students be skilled advocates they must know how to speak clearly and persuasively, make coherent arguments and respond to an opponent's position. In this class students will learn to write and speak persuasively by putting together legal arguments based on case law. The rules of evidence will be the focus of this course where students will write persuasive pretrial motions as a prosecutor or defense lawyer, argue those motions to the court (me), and put together a mock trial where they will act as lawyers, witnesses, experts and jurors. This course will incorporate best practice techniques for both Writing- and Oral-Intensive Coursework in the following ways:

1. Students will produce 15 – 20 pages of polished writing throughout the semester, in the form of writing case fact summaries, legal arguments, and case law analysis. They will learn how to apply case law to a fact pattern and produce a legal argument. Students will begin by writing one sentence arguments in support of their client's position in a pretrial motion and will finish with a full pretrial brief that they will then argue in class. Some students will act as defense lawyers, for example, writing suppression motions, and other students will represent the State, writing and arguing motions in opposition to suppression. Students will also write essay exams where they must identify legal issues related to the rules of evidence and carefully analyze them, guided by the prompt.
2. Grading rubrics will be distributed to guide student efforts. All student papers will be reviewed and graded by me and students will have multiple opportunities to revise their work so that the final work product can be a writing sample good enough to give to a potential employer. Prior to their oral argument to the class, each student will send their brief to the opposing side in order to better prepare for the oral argument.
3. Students will have multiple opportunities to confer with me concerning individual progress and will be taught how to write a strong, argumentative piece of legal writing. Students will begin the analysis of their case by working in groups but will gradually become more independent so that their final paper, the pretrial motion, is solely their work product.
4. Written work will comprise approximately 70% of the course grade. Students will begin with one sentence arguments based on their pretrial motions, progress to 2 – 3 page assignments where each argument is supported by case law analysis and application, further progress to a full outline of their motion and finally produce a pretrial motion or opposition motion. The motions will focus on Fourth Amendment suppression and First Amendment unconstitutional ordinances or statutes, and corresponding opposition motions. Students will be permitted to review and revise their preliminary written work with the goal of producing a clear well written pretrial

brief. Dues dates are firmly in place as motions must be submitted prior to the oral arguments of the motions.

5. The oral component of the class is twofold. The written pretrial motion is argued to the class through a formal, pretrial motion. This is similar to appellate advocacy in law school (moot court), so students dress formally, present behind a podium in a timed, appellate-type argument. Their presentations are interrupted by questions from the bench (me) where they are expected to respond and then return to their prepared argument. While the judge asks questions of the litigant, the winner is voted on by the class after a full analysis of the presentation. The second part of the oral component of the class is the mock trial. Throughout the semester students practice weekly in class in the roles of prosecutors and defense lawyers and conduct witness examinations. Students become comfortable on their feet, acting in certain roles and learn the value of extemporaneous speaking, critical thinking and deductive logic. Ultimately two trial teams present a criminal case to a jury. Jury deliberations are observed where students must analyze the evidence presented and reach a verdict.

6. The oral argument of the pretrial motion, mock witness examinations, mock trial and jury deliberations comprise approximately 30% of the course grade. The Socratic Method is used in class where students also must speak and engage in discussion about the topic. Trial teams meet outside of class where witness preparation and trial strategy is formed. Students who are not part of the trial teams are jurors and jury deliberation is an essential oral feature of this class. Students learn to apply legal cases to fact patterns and support their arguments with the cases so they learn to not base arguments on feeling, but on case law authority and become better critical thinkers as a result.

7. Best practice techniques for articulate speaking will be employed: students will be expected to prepare and be ready for their oral arguments, opening statements or witness examinations with feedback and instruction from both the instructor as well as other students. Every week there will be speaking activities and assignments so that students become comfortable speaking in front of a group. Guidance and immediate feedback are essential to the students' progress.

8. Class size is limited to 25 students.

9. A course syllabus from Spring 2016 is included.

CJUS 4220 Evidence (W and O)
Spring 2016
Tu/Th 8:00 – 9:15am Colvard 5091

Instructor: Kathleen Nicolaides, J.D.
Office: Colvard 5067
Office Hours: Tu/Th 2 – 3pm and by appointment
Phone: 704.687.0754
Email: knicolai@uncc.edu
TA: Adam Duso
Office: Colvard 5101
Email: aduso@uncc.edu

Required Reading

Thomas Gardner and Terry Anderson, *Criminal Evidence Principles and Cases* (9th ed) (2016)(you may also use the 7th or 8th editions as they may be less expensive however we will use the hypotheticals in the 9th edition in class)
Moodle Course reserves – mock trial packets (“coursepacks”) from the Constitutional Rights Foundation, California Bar
Federal Rules of Evidence (in Evidence book and online)

Course Description

This class is about the study of evidence. Evidence is not just for lawyers and judges; it is for all students of criminal justice, because without the evidence there would be no conviction or judgment. Evidence is what drives the case forward in the justice system. We will examine the many rules of courtroom evidence and pay particular attention to the proper search and seizure of evidence. The class will conclude with a mock trial, including the presentation of pretrial motions before the trial. All members of the class will participate in the pretrial motions and the mock trial. The goals of this course are:

1. To appreciate how evidence is used in the justice system and to understand how heavily our system depends on it;
2. To both write and make oral presentations on the principles of evidence;
3. To develop critical and analytical thinking skills.

This class meets both the writing (W) and oral (O) goals set out in the CLAS general education curriculum. See below for the specific requirements of the class. You will find due dates in the weekly assignments section.

Course Requirements

This class is taught using the Socratic method style of teaching. I will call on a student and engage in a dialogue about a particular issue. The student is expected to respond and by engaging in the dialogue the entire class learns the concept discussed. Class participation is key to success in this course. All students are expected to attend class regularly and be on time. If a guest speaker comes the information contained in his presentation will be used on examinations. Students are expected to complete all of the readings and be prepared to discuss them in class. If a student must miss a class, it is his or her responsibility to know announcements made in class regarding testing or other assignments. Make up exams are not given. Students arriving late will not be permitted to take the exam and will receive no points (F) for the exam.

I am fortunate this semester to have my TA, Adam Duso, assisting me with this class and because of his expertise in evidence we will do many oral exercises in class. We will spend most class periods applying concepts found in the textbook, on Moodle and in my PPT slides. **We will not be spending much class time on the slides so it's imperative you read the chapter and review the slides prior to class.**

I. Assignments to comply with W requirement

1. All students will write a one sentence argument in class to be reviewed by me and their opponent in the oral argument.
2. 1 – 2 page assignment. Students must write a one sentence legal argument (building on 1, above) and support the argument with the constitutional amendment on which their argument is based and one case where you summarize the case and then apply the case to the facts in *your* case.
3. 1-2 page assignment. Students must write an outline of their legal brief that consists of two or three arguments to support their client's position and includes statutory, case law and law review support for the argument. This will be reviewed in class by me and your opponent.
4. Eight page pretrial motion (legal brief) on an important legal issue. This assignment is designed to help students learn about the legal process and legal reasoning. Students will learn how to draw analogies, distinguish a variety of factual situations and analyze and debate constitutional issues. The specifics of the assignment follow:

Students must write an eight page pretrial motion. See, Pretrial Brief, below. The pretrial motions revolve around the First, Fourth, Fifth and Fourteenth Amendments to the U.S. Constitution. Each student will present either the prosecution or the defense argument on the legal issue presented. Some legal issues revolve around the constitutionality of a statute while others address the constitutionality of proper search and seizure of evidence or interrogation.

All student papers will have in-text comments by me as well as a written rubric. All papers will be turned into me at knicolai@uncc.edu and to my TA, Adam Duso, at aduso@uncc.edu. Your paper **MUST** come from your uncc.edu email account. Papers turned in from any other email account will not be read and will receive a 0.

5. Students must also submit a summary of their participation as a trial witness, lawyer or juror. This will be discussed in more detail as we approach the mock trial.

II. *Assignments to comply with O requirement.*

1. Each student will practice speaking as a witness or lawyer using the coursepacks on Moodle and demonstrative evidence brought in by me and my TA. These are the same coursepacks that the pretrial motions will be based on. By taking different witness roles and having to respond to both direct and cross examination, you should improve your ability to think on your feet and speak carefully and clearly. We will go into more detail about this in class.
2. Each student must present an oral argument in support of his or her pretrial motion. The oral argument for each side will be 10 minutes in length, and include having to answer questions from the bench (there will be two judges, me and Mr. Duso). The moving party will also have two minutes of rebuttal argument.
3. Each student must be a lawyer, witness or juror at the mock trial. Students who are lawyers must conduct direct and cross examinations, make appropriate objections and make opening statements and closing arguments. Witnesses must supply the facts in the case, testify about exhibits and respond to direct and cross examination questions. Jurors will be required to take notes and prepare a formal oral presentation at the close of the trial on their analysis of the evidence and verdict.

Pretrial Brief:

Each student will prepare a pretrial brief. This brief will be based on a mock trial course pack on Moodle. Based upon the facts of the case and the legal authorities given to you in the problem, you will prepare a pretrial motion (brief) relating to, for example, the Fourth Amendment issue of consent and the scope of consent in the problem. You will brief one side of the problem – the prosecution side or the defense side. Moodle contains all of the cases.

Legal briefs must contain headings, with 12 point font and one inch margins. You must use the Uniform System of Citation (Harvard Bluebook for legal writing). Relevant sections of the Bluebook may be posted to Moodle and will be discussed in class. Undergraduate briefs shall be no more than 8 pages in length. A sample student brief will also be posted to Moodle.

There will be much more discussion about this assignment.

Oral advocacy presentation:

You must prepare an oral presentation to the class based on your brief. The defense will go first, as most motions are generally related to suppression or the constitutionality of a criminal statute. The prosecution will respond and the defense will have one or two minutes for rebuttal. These

presentations will be approximately 10 minutes in length. After both sides have completed their presentations, the class will vote on the winning argument. The winner will have 5 points added to their oral argument grade. You may use notes during your oral presentation but you may not read your paper. You may not use visual aids.

Paper Due Date: October 20, 2014. No extensions will be granted. You must turn in one hard copy of your paper as well as an electronic copy. The electronic copies must be turned into me and my TA, Adam Duso. These papers will be checked to ensure they are your original work. All students shall give their written consent for this review. For each class day the paper is late there will be a ten point reduction in the paper grade. You must also give a hard copy of your paper to the opposing party (the student you argue against). For each class day the paper is not turned in to opposing counsel, there will be a ten point reduction in the grade. This penalty will not apply if opposing counsel is not in class to receive the paper on October 15th.

Trial:

One of the mock trials coursepacks on Moodle will be the basis for the mock trial in class. There will be two trial teams, one for the prosecution and one for the defense. Two students will be lawyers for the State and two will be lawyers for the defense. The rest of the class will either be assigned witness roles at trial or will be jurors. In addition to the pretrial motion, the students who are lawyers are expected to prepare opening and closing statements and direct and cross examinations of witnesses. Students who are witnesses are expected to know their witness role and assist in preparing the direct examination. I will be the judge. Preparing for trial, especially if this is your first trial, takes an extraordinary amount of time. I suggest you start early on this assignment.

Other in class assignments will be posted on Moodle as the semester progresses. Make sure to check Moodle regularly.

Grading

Grading is based on a ten point scale: A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60.

1-2 page legal argument: 5%

Outline of legal brief: 10%

Pretrial Motion (legal brief): 20%

Summary as witness or juror: 5%

Oral assignments based on coursepacks, other exercises and attendance: 5%

Oral presentation of pretrial brief: 10%

Oral presentation as trial witness or juror: 5%

Mid term: 20%

Final exam: 20%

Please note that pursuant to College of Liberal Arts and Sciences (CLAS) policy, grades may not be discussed by email. If you have a question about your grade(s) in this course, please see me or my TA in person.

Plagiarism Guidelines

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Academic Integrity

Do not cheat. Cheating includes, but is not limited to, copying someone's work or allowing your work to be copied, unless I specifically say that an assignment is collaborative. Cheating also includes, but is not limited to, the borrowing of text from other sources without proper citation.

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at:<http://www.legal.uncc.edu/policies/ps-105.html>

The Code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by me, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. Please see me if you have any questions about academic integrity.

Disabilities

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations. Disability Services is on the first floor of Fretwell and may be reached at (704) 687-4322.

Title IX reporting obligations re: Incidents of Sexual Harassment, Sexual Assault, Relationship Violence, and Stalking

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

University policy on withdrawals

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Use of cell phones, smart phones, or other mobile communication devices in the classroom

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Computer use in the classroom

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Religious Holiday Observances

According to UNC Charlotte Policy 409: “UNC Charlotte provides reasonable accommodations, including a minimum of two excused absence each academic year, for religious observances required by a student’s religious practice or belief... It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the

census date for enrollment for a given semester. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's academic calendar."

The full text of this policy is available at: <http://legal.uncc.edu/policies/up-409>.

Course Calendar and Reading Assignments

Below is a list of general topics that will be covered and the corresponding reading assignments. The amount of time devoted to each topic may vary depending upon student interest. Examinations and other due dates are subject to change at my discretion. Notice of any changes will be given in class and on Moodle by me.

Week of January 12th

Text: Chapters 1 and 2

Moodle: Read *People v Markson* on Moodle (in class exercises will be based on this case so make sure you are familiar with it – bring your laptop to class or print the case as we will do in class oral exercises based on it)

Course requirements overview

Overview of Evidence and Review of the Court System

How pretrial motions set the stage for trial (and settlement)

Week of January 19th

Text: Chapters 3 and 4

Lecture: How to Prepare a Legal Brief

People v Markson – in class direct and cross exam of Detective Green (students will be assigned roles such as prosecutor, defense lawyer and witness, Det. Green)

Using Evidence to Determine Guilt or Innocence

Direct and Circumstantial Evidence and the Use of Inferences

Written consent documents to be turned in for online review of plagiarism

Pretrial motion schedule posted

Week of January 26th

Text: Chapter 5

Witnesses and the Testimony of Witnesses

Thursday, Jan. 28th: In class exercise writing one sentence legal argument with your opponent

Week of February 2nd

Chapter 6

Judicial Notice and Privileges of Witnesses

DUE: Thursday Feb 4th, 1-2 page legal argument

Week of February 9th

Text: Chapter 7

The Use of Hearsay in Court

Tuesday, Feb. 9th: Mid-term exam (chapters 1 – 6 and lectures and class demonstrations)

Week of February 16th

Text: Chapters 7 (continued) and 8

Confrontation Clause and Exceptions to the Hearsay Rule

DUE: Thursday, Feb. 18th, Outline of legal brief

Week of February 23rd

Text: Chapter 15

Obtaining Evidence by Use of Search Warrants, from Computers, Wiretapping, or Dogs Trained to Indicate an Alert

Week of March 1st

Text: Chapter 17

Videotapes, Photos, Documents and Writings

DUE: Tuesday, March 1st, Legal Brief

Week of March 8th

Spring Break – no classes

Week of March 15th

Student Oral Arguments on Pretrial Motion (legal brief)

Specific schedule will be posted on Moodle

Week of March 22nd

Student Oral Arguments on Pretrial Motion

Week of March 29th

Student Oral Arguments on Pretrial Motion

Week of April 5th

Trial

Week of April 12th

Tuesday: Trial and jury deliberations, if trial is over

Week of April 19th

Jury deliberations and review of trial

Lecture: When the Government Comes Calling: Grand Jury Subpoenas & Search Warrants

OR

Lecture: Searching E-mail

OR another topic relating to digital evidence

DUE: Jurors' presentations – written paper and all notes taken during trial

DUE: Summary paper from lawyers and witnesses, including all preparatory work

Week of Dec. 8th

Review for Final Exam

Final Exam: Tuesday, Dec. 15th 8 – 10:30am in our regular classroom

Undergraduate Catalog 2016-2017

Legal Studies, Minor

Legal Studies is an interdisciplinary approach to the study of law and society and business. The purpose of the Legal Studies minor is to enhance a liberal arts education across traditional disciplines, focusing on the theory and operation of law and legal institutions. The courses in the Legal Studies minor will expose students to the many facets of law as a social phenomenon - its evolution, function, motivating ideas and effects. In addition to fostering critical thinking and other transferable skills, the broad base of knowledge about law-related topics that students acquire in this minor better positions them for employment in governmental and nonprofit agencies, as well as business, in which legal knowledge is beneficial.

Minor Requirements

To be accepted into the Minor in Legal Studies, students are required to complete with a B or better, LEGL 1100 Introduction to Law and the Legal System (3 hours), and have a declared major at UNC Charlotte. The minor consists of 18 semester hours. Students must take at least 3 hours in a Legal Skills course and the remaining 12 semester hours may consist of additional Legal Studies substance courses. A maximum of 6 of these hours may be in the student's major.

Grade Requirements

Students are required to complete with a B or better, LEGL 1100 Introduction to Law and the Legal System (3 hours). A total of 18 hours in courses approved for Legal Studies credit is required. Students must earn a C or better in all courses that are counted toward the minor and no courses counted toward the minor may be taken pass/fail. Because this minor is designed to be

an interdisciplinary minor, no more than 6 hours from any of the student's major areas of study may double count for the Legal Studies minor. In addition, a student cannot take more than 6 hours from any one major area, e.g. AFRS, CJUS, COMM, PHIL, POLS, PSYC, SOCY.

Required Course

LEGL 1100 Introduction to Law and the Legal System. (3) THIS IS THE INTRODUCTORY REQUIRED COURSE FOR THE MINOR IN LEGAL STUDIES. The study of the role of law in society, introducing students to the organization and operation of the American legal system, basic concepts of substantive and procedural law, cases and statutes. Prerequisite: Student must have a declared major to take this course.

Approved Courses

Substantive Areas *(Select a maximum of 6 hours from each major area for 12 hours)*

LEGL 2131 ^{Introduction to} **Forensic Psychology.** (3) Cross-listed as PSYC 2131. Overview of the field of forensic psychology, including the history of the discipline, and legal and ethical issues such as criminal profiling, definition of "insanity," eyewitness identification, and jury selection.

Prerequisite(s): Legal Studies minor.

LEGL 3000 Topics in Legal Studies. (3) An intensive study of a specialized substantive legal area. The particular topic investigated may vary from semester to semester. Prerequisite(s): Legal Studies minor.

LEGL 3102 American Criminal Courts. (3) Cross-listed as CJUS 3102. Analysis of the court area of criminal justice with emphasis on social science literature concerning prosecutors,

defense attorneys, judges, juries, and court reform policies. Prerequisite(s): Legal Studies minor and Junior standing.

LEGL 3110 Criminal Justice and the Law. (3) Cross-listed as CJUS 3110. Nature and development of criminal law including the concepts of criminal liability, responsibility, and capacity; comprehensive analysis of the various crimes against persons, property, and morality. Prerequisite(s): Legal Studies minor and Junior standing.

LEGL 3111 Criminal Procedure. (3) Cross-listed as CJUS 3111. Examines the rules that govern everyday operation of the criminal justice system from investigation to appeal. Prerequisite(s): Legal Studies minor and Junior standing.

3113 LEGL 3114 Constitutional Law and Policy. (3) Cross-listed as POLS 3114. Development of American constitutionalism (especially federalism and the separation of powers) with major emphasis on constitutional law as a form of public policy and the U.S. Supreme Court as a policy maker. Prerequisite(s): Legal Studies minor.

LEGL 3115 Civil Rights and Liberties. (3) Cross-listed as POLS 3115. Utilizes public policy analysis to illuminate judicial decisions and opinions relating to contemporary civil rights and liberties. Prerequisite(s): Legal Studies minor.

LEGL 3116 Judicial Process. (3) Cross-listed as POLS 3116. Introduction to the nature and functions of law; survey of Supreme Court decision making. Prerequisite(s): Legal Studies minor.

LEGL 3117 Gender and the Law. (3) Cross-listed as POLS 3117. Examines the role gender plays in various aspects of the legal system in the United States. Topics include: the statutory and constitutional provisions that govern discrimination based on gender (e.g., Title VII, the 14th Amendment Equal protection clause) and the role that gender plays in judicial decision making

(e.g., the influence of judge, attorney, party, and juror gender on legal outcomes).

Prerequisite(s): Legal Studies minor.

LEGL 3137 International Human Rights. (3) Cross-listed as POLS 3137 and INTL 3137.

Introduces students to the historical foundations and current practices of the international human rights regime. Discussions center primarily on three topics: 1) the conceptual and historical origins of the international regime designed to protect human rights, 2) patterns of and explanations for human rights violations over time and space, and 3) potential international and domestic solutions to protect human rights. During the discussion of these topics, students learn about contemporary issues in human rights, as well as how theory applies to current events and individual cases. Prerequisite(s): Legal Studies minor.

LEGL 3141 Organizational Communication. (3) Cross-listed as COMM 3141. Examines the importance of the operation of communication processes within organizations and between organizations and their environments. Prerequisite(s) COMM 2100; and Legal Studies minor.

3241 LEGL 3240 African Americans and the Legal Process. (3) Cross-listed as AFRS 3240 and HIST 3240. Explores the unique role law has played in the African American experience, establishing the status of persons of African descent in America. Students investigate how the legal history of African Americans has shaped American race relations over the past 400 years by tracing the evolution of race, racism, and racial formations as a function of America's legal system. Prerequisite(s): Legal Studies minor.

LEGL 3310 Punishment and Freedom. (3) Cross-listed as CJUS 3310 and HONR 3700-H01. Examines the manner in which the notions of freedom and punishment are fundamentally bound to one another, and how, at their intersections, these constructs are the source of considerable

speculation regarding consumerism, democracy, capitalism, and ethics. Prerequisite(s): Legal Studies minor and Junior standing.

LEGL 3810 Social and Political Philosophy. (3) Cross-listed as PHIL 3810 and POLS 3177.

Examination of basic concepts involved in understanding the nature and structure of political and social formations. Issues may include topics such as justice, human rights, the nature of political power, and the relations between individuals and political/social institutions. Readings from historical and/or contemporary sources, and may include figures such as Plato, Hobbes, Marx, Rawls, Arendt, Foucault and Butler. Prerequisite(s): Legal Studies minor.

LEGL 4101 Media and the Law. (3) Cross-listed as COMM 4101. Survey of legal rights, restrictions, and ethical considerations in field of communication including the First Amendment, libel, invasion of privacy, obscenity law, regulation of electronic media, relationships between media and judiciary. Prerequisite(s): Legal Studies minor.

Social Psychology of Law
LEGL 4265 ~~Sociology of Law~~ (3) Cross-listed as SOCY 4265 and SOCY 4267. *4765*

Systematic analysis and application of theoretical and empirical research pertaining to the social psychological study of law. Prerequisite(s): Legal Studies minor.

Skills Areas (Select a minimum of 3 hours from the following courses)

LEGL 1105 Critical Thinking. (3) Cross-listed as PHIL 1105. Fundamental skills of clear thinking that help students reason better during communication, problem-solving, and design, particularly as these integrate scientific/engineering efforts with social needs and values. Focuses on clarifying goals, identifying constraints, and generating and evaluating ideas or solutions.

Students are ineligible to take this course if credit has already been received for PHIL 1106.

Prerequisite(s): Legal Studies minor.

LEGL 1106 Critical Thinking. (3) Cross-listed as PHIL 1106. Fundamental skills of clear thinking that help students reason better during communication, problem-solving, and design, particularly as these integrate scientific/engineering efforts with social needs and values. Focuses on clarifying goals, identifying constraints, and generating and evaluating ideas or solutions.

Students are ineligible to take this course if credit has already been received for PHIL 1105.

Prerequisite(s): Legal Studies minor.

LEGL 2103 Argumentation and Debate. (3) Cross-listed as COMM 2103. Introduction to the basic theory and skills of argumentation and debate. Assumptions of argumentation, evidence, reasoning, argument construction, cross-examination, refutation, and ethics included.

Prerequisite(s): Legal Studies minor.

LEGL 2105. Deductive Logic. (3) Cross-listed as PHIL 2105. Principles of deductive logic, both classical and symbolic, with emphasis on the use of formal logic in analysis of ordinary language discourse. Prerequisite(s): Legal Studies minor.

LEGL 3100 Topics in Legal Skills. (3) An intensive study of a specialized legal skill area. The particular topic investigated may vary from semester to semester. Prerequisite(s): Legal Studies minor.

LEGL 3114 Mediation and Conflict Resolution (O) (3) Cross-listed as CJUS 3114.

Introduction to conflict and dispute resolution, with a specific emphasis on mediation. Course format includes lecture, case studies, and practice mediation role plays with instructor and peer feedback. Prerequisite(s): Legal Studies minor and Junior standing.

LEGL 3239 Ethics Bowl Prep. (3) Cross-listed as PHIL 3239. Preparation for participation on the University's Ethics Bowl Team. Training in ethical theory and argumentation. Oral and written practice, both individually and collaboratively, presenting sample case studies.

Prerequisite(s): Legal Studies minor.

LEGL 3240 Ethics Bowl I. (3) Cross-listed as PHIL 3240. Students prepare for and participate in the Mid-Atlantic Regional Ethics Bowl competition. Students intensively research cases (developed by the Intercollegiate Ethics Bowl), and work both collaboratively and individually on written case analyses. Significant amounts of in-class time scrimmaging and working on public-speaking and oral communication skills. Prerequisite(s): Legal Studies minor.

LEGL 3510 Advanced Logic. (3) Cross-listed as PHIL 3510. Advanced systems of logic, with emphasis upon symbolic logic and formal systematic characteristics such as axiomatics and proof techniques. Prerequisite(s): Legal Studies minor.

LEGL 4110 North Carolina Student Legislature (3) Cross-listed as POLS 4110. Practicum including workshops, seminars, and guest speakers on legislative process and research, parliamentary procedure, and resolution and bill drafting; participation in an interim council debate at one of the member campuses for one weekend each month during the semester and participation in the NCSL annual session in Raleigh. May be repeated for credit. Prerequisite(s): Legal Studies minor.

LEGL 4220 Evidence (W) (O) (3) Cross-listed as CJUS 4220. A critical examination of the use of evidence within the criminal courtroom. Emphasis placed on the rules of courtroom evidence with particular attention to the proper search and seizure of evidence. Prerequisite(s): Legal Studies minor and Junior standing.

PSYC 2131 - Introduction to Forensic Psychology

Credit Hours: (3)

Overview of the field of forensic psychology, including the history of the discipline, and legal and ethical issues such as criminal profiling, definition of "insanity," eyewitness identification, and jury selection.

Prerequisite(s): [PSYC 1101](#) with grade of C or above.

Cross-listed as: [LEGL 2131](#)

CJUS 3102 - American Criminal Courts

Credit Hours: (3)

Analysis of the court area of criminal justice with emphasis on social science literature concerning prosecutors, defense attorneys, judges, juries, and court reform policies.

Restriction(s): Criminal Justice major or minor, and Junior standing.

Prerequisite(s): [CJUS 1100](#).

Cross-listed as: [LEGL 3102](#)

CJUS 3110 - Criminal Justice and the Law

Credit Hours: (3)

Nature and development of criminal law including the concepts of criminal liability, responsibility, and capacity; comprehensive analysis of the various crimes against persons, property, and morality.

Restriction(s): Criminal Justice major or minor, and Junior standing.

Cross-listed as: [LEGL 3110](#)

CJUS 3111 - Criminal Procedure

Credit Hours: (3)

Examines the rules that govern everyday operation of the criminal justice system from investigation to appeal.

Restriction(s): Criminal Justice major or minor, and Junior standing.

Cross-listed as: [LEGL 3111](#)

POLS 3114 - Constitutional Law and Policy

Credit Hours: (3)

Development of American constitutionalism (especially federalism and the separation of powers) with major emphasis on constitutional law as a form of public policy and the U.S. Supreme Court as a policy maker.

Cross-listed as: [LEGL ~~3114~~ 3113](#)

POLS 3115 - Civil Rights and Liberties

Credit Hours: (3)

Utilizes public policy analysis to illuminate judicial decisions and opinions relating to contemporary civil rights and liberties.

Cross-listed as: [LEGL 3115](#)

POLS 3116 - Judicial Process

Credit Hours: (3)

Introduction to the nature and functions of law; survey of Supreme Court decision making.

Cross-listed as: [LEGL 3116](#)

POLS 3117 - Gender and the Law

Credit Hours: (3)

Examines the role gender plays in various aspects of the legal system in the United States.

Topics include: the statutory and constitutional provisions that govern discrimination based on gender (e.g., Title VII, the 14th Amendment Equal protection clause) and the role that gender plays in judicial decision making (e.g., the influence of judge, attorney, party, and juror gender on legal outcomes).

Cross-listed as: [LEGL 3117](#)

POLS 3137 - International Human Rights

Credit Hours: (3)

Introduces students to the historical foundations and current practices of the international human rights regime. Discussions center primarily on three topics: 1) the conceptual and historical origins of the international regime designed to protect human rights, 2) patterns of and explanations for human rights violations over time and space, and 3) potential international and domestic solutions to protect human rights. During the discussion of these topics, students learn about contemporary issues in human rights, as well as how theory applies to current events and individual cases.

Cross-listed as: [INTL 3137](#); [LEGL 3137](#)

INTL 3137 - International Human Rights

Credit Hours: (3)

Introduces students to the historical foundations and current practices of the international human rights regime. Discussions center primarily on three topics: 1) the conceptual and historical origins of the international regime designed to protect human rights, 2) patterns of and explanations for human rights violations over time and space, and 3) potential international and domestic solutions to protect human rights. During the discussion of these topics, students learn about contemporary issues in human rights, as well as how theory applies to current events and individual cases.

Cross-listed as: [POLS 3137](#); [LEGL 3137](#)

COMM 3141 - Organizational Communication

Credit Hours: (3)

Examines the importance of the operation of communication processes within organizations and between organizations and their environments.

Restriction(s): Communication Studies major or minor, Public Health major, or Software and Information Systems major.

Prerequisite(s): [COMM 2100](#).

Cross-listed as: [LEGL 3141](#)

AFRS 3240 - African Americans and the Legal Process

Credit Hours: (3)

Explores the unique role law has played in the African American experience, establishing the status of persons of African descent in America. Students investigate how the legal history of African Americans has shaped American race relations over the past 400 years by tracing the evolution of race, racism, and racial formations as a function of America's legal system.

Cross-listed as: [HIST 3240](#); ~~[LEGL 3240](#)~~ 3241

HIST 3240 - African Americans and the Legal Process

Credit Hours: (3)

Explores the unique role law has played in the African American experience, establishing the status of persons of African descent in America. Students investigate how the legal history of African Americans has shaped American race relations over the past 400 years by tracing the evolution of race, racism, and racial formations as a function of America's legal system.

Cross-listed as: [AFRS 3240](#); [LEGL 3240](#)

CJUS 3310 - Punishment and Freedom

Credit Hours: (3)

Examines the manner in which the notions of freedom and punishment are fundamentally bound to one another, and how, at their intersections, these constructs are the source of considerable speculation regarding consumerism, democracy, capitalism, and ethics.

Restriction(s): Criminal Justice major or minor; and Junior standing.

Prerequisite(s): [CJUS 1100](#) with grade of C or above.

Cross-listed as: [HONR 3700-H01](#); [LEGL 3310](#)

PHIL 3810 - Social and Political Philosophy

Credit Hours: (3)

Examination of basic concepts involved in understanding the nature and structure of political and social formations. Issues may include topics such as justice, human rights, the nature of political power, and the relations between individuals and political/social institutions. Readings from historical and/or contemporary sources, and may include figures such as Plato, Hobbes, Marx, Rawls, Arendt, Foucault and Butler.

Cross-listed as: [POLS 3177](#); [LEGL 3810](#)

POLS 3177 - Social and Political Philosophy

Credit Hours: (3)

Philosophical concepts involved in understanding and evaluating the basic structure of societies (e.g., economic, educational, legal, motivational, and political) including equality, fraternity, freedom, and rights. Relevance to contemporary social and political issues stressed. Readings from classical and contemporary sources. Research and Practice of Political Science

Cross-listed as: [PHIL 3810](#)-, [LEGL 3810](#)

COMM 4101 - Media and the Law

Credit Hours: (3)

Survey of legal rights, restrictions, and ethical considerations in field of communication including the First Amendment, libel, invasion of privacy, obscenity law, regulation of electronic media, relationships between media and judiciary.

Restriction(s): Communication Studies major, Junior or Senior standing or permission of instructor.

Cross-listed as: [LEGL 4101](#)

SOCY 4265 - Social Psychology of Law

Credit Hours: (3) (W)

Systematic analysis and application of theoretical and empirical research pertaining to the social psychological study of law.

Prerequisite(s): [SOCY 1101](#) or permission of instructor.

Cross-listed as: [SOCY 4765](#)-, [LEGL 4265](#)

Other Requirements Satisfied (O, W, SL): General Education - Writing in the Disciplines (W)

SOCY 4765 - Honors Social Psychology of Law

Credit Hours: (3) (W)

Systematic analysis and application of theoretical and empirical research pertaining to the social psychological study of law.

Prerequisite(s): [SOCY 1101](#) or permission of instructor.

Cross-listed as: [SOCY 4265](#)-, [LEGL 4265](#)

Other Requirements Satisfied (O, W, SL): General Education - Writing in the Disciplines (W)

PHIL 1105 - Critical Thinking

Credit Hours: (3) (W)

Fundamental skills of clear thinking that help students reason better during communication, problem-solving, and design, particularly as these integrate scientific/engineering efforts with social needs and values. Focuses on clarifying goals, identifying constraints, and generating and evaluating ideas or solutions. Students are ineligible to take this course if credit has already been received for [PHIL 1106](#).

Other Requirements Satisfied (O, W, SL): General Education - Writing in the Disciplines (W)

[Cross-listed as: LEGL 1105](#)

PHIL 1106 - Critical Thinking

Credit Hours: (3)

Fundamental skills of clear thinking that help students reason better during communication, problem-solving, and design, particularly as these integrate scientific/engineering efforts with social needs and values. Focuses on clarifying goals, identifying constraints, and generating and evaluating ideas or solutions. Students are ineligible to take this course if credit has already been received for [PHIL 1105](#).

[Cross-listed as: LEGL 1106](#)

COMM 2103 - Argumentation and Debate

Credit Hours: (3)

Introduction to the basic theory and skills of argumentation and debate. Assumptions of argumentation, evidence, reasoning, argument construction, cross-examination, refutation, and ethics included.

Restriction(s): Communication Studies major or minor.

[Cross-listed as: LEGL 2103](#)

PHIL 2105 - Deductive Logic

Credit Hours: (3)

Principles of deductive logic, both classical and symbolic, with emphasis on the use of formal logic in analysis of ordinary language discourse.

[Cross-listed as: LEGL 2105](#)

CJUS 3114 - Mediation and Conflict Resolution

Credit Hours: (3) (O)

Introduction to conflict and dispute resolution, with a specific emphasis on mediation. Course format includes lecture, case studies, and practice mediation role plays with instructor and peer feedback.

Restriction(s): Criminal Justice major or minor; Junior or Senior standing; or permission of instructor.

Prerequisite(s): [CJUS 1100](#).

Other Requirements Satisfied (O, W, SL): General Education - Oral Communication (O)

[Cross-listed as: LEGL 3114](#)

PHIL 3239 - Ethics Bowl Prep

Credit Hours: (3) (O,W)

Preparation for participation on the University's Ethics Bowl Team. Training in ethical theory and argumentation. Oral and written practice, both individually and collaboratively, presenting sample case studies.

Prerequisite(s): [UWRT 1102](#) or [UWRT 1103](#).

Other Requirements Satisfied (O, W, SL): General Education - Oral Communication (O), General Education - Writing in the Disciplines (W)

Cross-listed as: [LEGL 3239](#)

PHIL 3240 - Ethics Bowl

Credit Hours: (3) (O,W)

Students prepare for and participate in the Mid-Atlantic Regional Ethics Bowl competition. Students intensively research cases (developed by the Intercollegiate Ethics Bowl), and work both collaboratively and individually on written case analyses. Significant amounts of in-class time scrimmaging and working on public-speaking and oral communication skills.

Prerequisite(s): [PHIL 3239](#).

Other Requirements Satisfied (O, W, SL): General Education - Oral Communication (O), General Education - Writing in the Disciplines (W)

Cross-listed as: [LEGL 3240](#)

PHIL 3510 - Advanced Logic

Credit Hours: (3)

Advanced systems of logic, with emphasis upon symbolic logic and formal systematic characteristics such as axiomatics and proof techniques.

Cross-listed as: [LEGL 3510](#)

POLS 4110 - North Carolina Student Legislature

Credit Hours: (3) (O,W)

Practicum including workshops, seminars, and guest speakers on legislative process and research, parliamentary procedure, and resolution and bill drafting; participation in an interim council debate at one of the member campuses for one weekend each month during the semester and participation in the NCSL annual session in Raleigh.

Restriction(s): Permission of instructor.

Other Requirements Satisfied (O, W, SL): General Education - Oral Communication (O), General Education - Writing in the Disciplines (W)

Cross-listed as: [LEGL 4110](#)

CJUS 4220 - Evidence

Credit Hours: (3) (O,W)

A critical examination of the use of evidence within the criminal courtroom. Emphasis placed on the rules of courtroom evidence with particular attention to the proper search and seizure of evidence.

Restriction(s): Criminal Justice major or minor; and Junior standing.

Other Requirements Satisfied (O, W, SL): General Education - Oral Communication (O), General Education - Writing in the Disciplines (W)

Cross-listed as: [LEGL 4220](#)

COURSE SYLLABUS

LEGL 3240 and PHIL 3240 and COMM 2050: Ethics Bowl Preparation—Writing and Oral Intensive

Meets: TH 2:00-3:15
Friday Building, Room 111
Instructor: Elizabeth Mason
Email: emason2@uncc.edu
Office: Winingham 104-B

Helpful (Not Required) Text: *The Ethics Toolkit: A Compendium of Ethical Concepts and Methods*, by Julian Baggini and Peter Fosl, from Blackwell Publishing. ISBN: 978-1-4051-3231-2. Price: \$21.53 to buy or rent.

COURSE DESCRIPTION:

In this Fall Semester-offered course, students will prepare for participation on the University's Ethics Bowl Team by learning salient foundational groundings and methods of ethical ideology and reasoning, while applying various theories and methods to actual APPE cases. This class culminates in participation in the Mid-Atlantic Regional Tournament, with the intent of advancing to the National Inter-Collegiate Ethics Bowl Tournament in the Spring Term.)

To prepare for Regional and National Tournament competition, students will construct knowledge of ethical theory and methods, synthesized with skills and ideas learned in their studies, and actively engage with ethical situations that occur in daily life. Students will research specific cases and work both collaboratively and individually on constructing and delivering oral cases, analyses, and case refutations. Students will also spend significant amounts of in-class time developing and sharpening persuasive and informative speaking abilities, among other speaking and oral communication skills.

COURSE OBJECTIVES:

Students will:

- Learn to identify and apply relevant ethical theories and methods as they prepare for competition in the regional ethics bowl in the upcoming fall semester.
- Perform intense self-directed research based on the current case set, and improve the critical thinking, research, and writing skills necessary to build robust and rigorous analyses of the various cases.
- Practice, via repeated performance, public speaking and oral communication skills.
- Work collaboratively, both with fellow students and with faculty (both in the philosophy department and, where applicable, pertinent related disciplines), to develop both case analyses and debating/discussion skills.
- Improve their abilities to engage in scholarly debate that avoids jargon and is accessible and/or persuasive to a broad general audience.
- Prepare several drafts of written work, which will then be revised based on instructor and collaborator feedback.

COURSE STRUCTURE:

Class will meet on Tuesdays and Thursdays in the Friday Building, room 111, from 2:00-3:15. We will have an hour and fifteen minutes each time to explore the assigned work, discuss the various aspects of ethical theory, and interact with each other and specific cases to gain skill and precision in constructing and offering cogent and persuasive arguments and claims. Naturally, one can't adequately participate without having read and prepared each assignment, completed a writing summary or analysis, and prepared thoughts or short speeches on a relevant topic. Time is precious, therefore I expect students to be prepared and have each assignment completed before the start of every class meeting.

COURSE GRADES will be determined as follows:

Written, edited, and revised assignments and cases: **45%**

Spoken work: prepared and/or impromptu speeches and talks: **45%**

Class Attendance and Participation: serving as engaged and alert audience members; asking relevant questions; offering polite and well-reasoned counter-ideas and arguments: **10%**

GRADING SCALE AND STRUCTURE:

Course grades are set on a ten-point scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; all else=F.

ATTENDANCE POLICY:

This class is a joint effort, which requires the effort, preparation, participation, and courtesy of each and every student. **YOU MUST attend and participate in EVERY class meeting!** There is no way to learn and earn high marks in this class while being absent or late to class. The only exception is for illness! Sick students should not attend class, but go to the Student Health Center for treatment and bring a doctor's note to excuse the absence. That way, the rest of the class isn't exposed to colds, flu, or other maladies. I expect students to attend each and every class. That being said, things do happen and life sometimes gets in the way. I will excuse all absences for illness with doctor's notes, and I will excuse one 'no reason' absence. Beyond that, absences may inhibit students' learning opportunities and I strongly suggest that all students attend class prepared and ready to contribute and learn.

DAILY STUDENT RESPONSIBILITIES:

Please bring the textbook and your homework assignment to class each day, along with a notebook with loose-leaf paper and a pen or pencil for taking notes. We will be taking notes for feedback or response to each day's speakers, for constructive and helpful suggestions for improvement. Most days we will be practicing 'matches' and talks; students should be prepared to stand up and speak to the class on a moment's notice.

TECHNOLOGY AND COURTESY:

All smart phones, droids, iPhones, cell phones and iPads should be turned OFF prior to class, as a demonstration of courtesy and respect to the instructor and other class members. Use of electronic devices in class is prohibited. Please DO NOT bring laptops or tablet computers to class; there is no need and both the course structure and classroom activities are not conducive for individual technology use. (Students requiring a note-taker should register with the Office of Disability Services, in Room 230 of Fretwell Hall, prior to the beginning of the semester.)

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Academic honesty and integrity are essential to the existence and growth of an academic community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty; and this responsibility is shared by all members of the academic community.

Students have the responsibility to know and observe *UNC Charlotte's "The Code of Student Academic Integrity, including the Appendix on Plagiarism: "Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge."*

The entire code is on the web: <http://www.legal.uncc.edu/policies/ps-105.html>

DIVERSITY STATEMENT & RELATED ATTENDANCE POLICY

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, gender identity and expression, and socio-economic status."

In accordance with UNCC's University Policy #409: Religious Accommodations for Students, which can be found at <http://legal.uncc.edu/policies/up-409>, my attendance policy authorizes a minimum of two excused absences each academic year for religious observances as required by the faith of a student, and provides students the opportunity to make-up any missed work.

DISABILITY SERVICES POLICY:

Consistent with the requirements of the Acts, the University and all members of the faculty and staff shall operate its programs, activities, and services to ensure that no qualified individual with a disability

shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any such program, activity, or service solely by reason of his/her disability. Students with documented disabilities requiring accommodation in this course should contact Disability Services in room 230 of Fretwell Hall.

Ethics Bowl Class Meeting SCHEDULE Fall 2015

Class Meeting Calendar

Tuesday August 25

In Class: Ethics Bowl Explanation: What is the Ethics Bowl? How does it relate to this class? What can you expect to learn? What is expected of you? What is the difference between the Competition Team/s and classroom participants?

Go Over Syllabus: We are going to go through high points, questions, and answers about the syllabus.

Initial Team Interest: Asking who may be interested in participating in the teams.

Thursday August 27

In Class: Moral Issue Sticky-Note Exercise: A moral thought and getting to know each other Ice-breaker exercise.

Homework Due: (From the Moral Sticky-Note Exercise) Moral Issue for Sticky Note Exercise: Each student must think of a moral dilemma or issue that they have encountered in the past week. This can be any conflict of moral interests that has caused them to think critically, a major news issue, or a consistent ethical question that they are currently dealing with. This issue must then be condensed into a single sentence. A finished example follows: Is it ethical to institute a global healthcare system even though it means forcing healthy and/or prosperous individuals to pay higher premiums meant to cover lower income and less healthy parties?

Tuesday, September 1

In Class: Team Structure: We will discuss winning strategies, division of topics and labor, methods of communication and available team and support positions.

Thursday September 3

In Class: Grad Assistant Michael Haag will deconstruct and lead a class discussion in an example case from last year's competition.

Tuesday September 8

In Class: Regional Ethics Bowl Competition Cases will be posted online sometime by noon. In class we will briefly look over the entire packet and choose a couple cases for elementary argumentation.

Case Discussion: We will select and discuss one case for the duration of class.

Homework Due: All Cases Read: Students will have read all cases. A small quiz with a random sampling of questions from the case will be administered.

Thursday September 10

In Class: Presentation Form Primer: Posture, clothing, nonverbal speech patterns, as well as nervous ticks, and other public speaking disasters. Subconsciously we are all judged and judging on these traits in every social interaction. This section will cover pivotal information on how to make the right kind of impression during any presentation, argument or speech.

Tuesday September 15

In Class: Case Discussion: We will discuss one case for the duration of class. This case will be chosen the preceding class day.

Thursday September 17

In Class: Video of Past Performance: The class will review video of previous debates to get a stronger sense of how other teams perform and the format of the official tournaments. We will also analyze and discuss the arguments, what each team did well and how they could have improved.

Tuesday September 22

In Class: Case Discussion: We will discuss one case for the duration of class. This case will be chosen the preceding class day.

Thursday September 24 through Thursday November 12

In Class: Mock Debate: the competition team will spar on one of the 15 topics which they have chosen and for which they are up to speed.

Homework Due: Research Check: Support staff will have specific research requests due at each class period containing a Mock Debate.

To: CCC

From: Kathleen Nicolaides

Re: Departments Participating in Assessment of Legal Studies Minor

Date: Jan. 26, 2016

The following email was sent by Vivian Lord to the participating departments on November 20, 2015. Below the email are the responses.

Dear All,

On November 20, the College Curriculum Committee met and discussed the proposal to establish the legal studies minor. They are very supportive and made relatively few recommendations. Once we have returned with the revisions, the committee made it clear that it should be approved.

One of the recommendations is the following:

"The committee would like the proposal to include documentation that all of the contributing departments will participate in the assessment of the SLO's."

Please send me in the next few days, an email that is similar to Stephanie's statement:

The Department of Sociology will provide a faculty member to serve on the assessment committee once every three years.

By the way, Kathleen and I are attending a workshop on electronic portfolios tomorrow.

Thanks and let's keep the proposal moving.

Best, Vivian

Africana Studies:

Hi Vivian:

Africana Studies will provide a faculty member to serve on the assessment committee for one year - every 3 years.

Thanks to the committee for their hard work.

Dorothy

--

Dorothy Smith-Ruiz, Ph.D.
Interim Chair
Director of Undergraduate Education
Department of Africana Studies
The University of North Carolina at Charlotte
Charlotte, NC 28223-0001

Communication Studies

January 12, 2016

To: Vivian Lord

From: Richard Leeman, Interim Chair

Re: Legal Studies minor, assessment

The Communication Studies department will participate fully in the Legal Studies Minor program assessment on a consistent and on-going basis.

Political Science

Dear Vivan,

The Department of Political Science & Public Administration will provide a faculty member to serve on the assessment committee once every three years.

Greg

Criminal Justice and Criminology

Vivian, The Department of Criminal Justice and Criminology will assist with assessing the Legal Studies Minor. Beth

Beth Bjerregaard, Ph.D. | Professor & Chair
UNC Charlotte | Department of Criminal Justice & Criminology
9201 University City Blvd. | Charlotte, NC 28223-0001
Phone: 704-687-0738 | Fax: 704-687-5285
bebjerre@uncc.edu | http://criminaljustice.uncc.edu/

Psychology

The Psychology Department will provide a faculty member to serve on the assessment committee for the proposed Legal Studies Minor once every three years.

Lori R. Van Wallendael, Ph.D.
Associate Professor and Associate Chair
Department of Psychology
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28223
(704) 687-1360

Philosophy

Hi Vivian,
Here you go -- Best, Shannon

The Department of Philosophy will provide a faculty member to serve a one-year term on the Legal Studies Minor assessment committee once every three years.

-
Chair, Department of Philosophy
Professor of Philosophy and Health Psychology
Winningham 103
UNC Charlotte
Charlotte, NC 28223

Sociology

The Department of Sociology supports the Legal Studies Minor. The Department of Sociology offers a Sociology of Law course that may be cross-listed with the Legal Studies Minor. The Department of Sociology will offer 5-10 seats for the minor in each section. The Department of Sociology will provide a faculty member to serve on the assessment committee once every three years.

Thank you,
Stephanie Moller

--

Stephanie Moller, PhD

Professor and Chair, Department of Sociology

Professor of Public Policy

Chief Editor, *Social Science Research*

UNC Charlotte

<http://clas-pages.uncc.edu/stephaniemoller/>



UNC CHARLOTTE

2015-16 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

Colleges: Liberal Arts and Sciences

Departments: Political Sciences in collaboration with Africana Studies, Criminal Justice and Criminology, History, Philosophy, Psychology, Sociology

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:

Legal Studies Minor

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

N/A. The minor will begin in Spring 2017.

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Students will apply basic legal principles.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

NA

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The students are required to compile an electronic portfolio that contains a minimum of one project per legal studies for a maximum of five projects.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The portfolios of a sample (a minimum of 10) of students graduating with a Legal Studies minor will be assessed by a 6-dimensional rubric across a five-point likert-scale that measures the students' ability to apply legal principles. The portfolios will be assessed by a committee of three representatives from participating departments. These representatives will serve annually. The assessments will be discussed by the committee with the Director of the minor, who will analyze the aggregate and discuss with the total committee of interdisciplinary program representatives.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of the students assessed will meet the necessary requirements for the minor.

Fall 2015-Spring 2016 Assessment Data	Fall 2016 Assessment Data
N/A	N/A

Plans for 2016-17: Based upon the 2016 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

N/A

Assessment Lead's Comments on Student Learning Outcome 1:

N/A

Student Learning Outcome 2
(knowledge, skill or ability to be assessed)

Students will demonstrate effective professional written communication skills

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

N/A

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The students are required to compile an electronic portfolio that contains a minimum of one project per legal studies course for a maximum of five projects.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The portfolios of a sample (a minimum of 10) of students graduating with a Legal Studies minor will be assessed by a 3-dimensional rubric across a 3-point likert scale that measures the students' professional writing skills. The portfolios will be assessed by a committee of three representatives from participating departments. These representatives will serve annually. The assessments will be discussed by the committee with the Director of the minor, who will analyze the aggregate and discuss with the total committee of interdisciplinary program representatives.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of the students assessed will meet the necessary requirements for the minor.

Fall 2015-Spring 2016 Assessment Data	Fall 2016 Assessment Data
N/A	N/A

Plans for 2016-17: Based upon the 2016 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

N/A

Assessment Lead's Comments on Student Learning Outcome 2:

N/A

PROGRAM SUMMARY

- **Credit Hours:** 120 hours
- **Concentrations:** No
- **Declaring the Major:** Minimum GPA of 2.0 required; no pre-requisite courses; change of major form accepted year-round; students declaring major should meet with assigned academic advisor before registering for the next semester
- **Advising (For the Major):** Required once student has earned 80 credit hours, recommended more frequently. Each student is assigned a faculty advisor. Students can identify their advisor through 49er Express.
- **Advising (For General Education):** by CLAS Advising Center
- **Minimum Grades/GPA:** overall GPA of 2.0 in the major required for graduation
- **Teacher Licensure:** No
- **Evening Classes Available:** YES (but major cannot be completed at night)
- **Weekend Classes Available:** No
- **Other Information:** Internships, Departmental Honors, Honor Society, Model United Nations, North Carolina Student Legislature, Study Abroad
- **Contact(s):** Dr. John Szmer, Associate Chair, 435F Fretwell, 704-687-7463, jjszmer@uncc.edu

PROGRAM REQUIREMENTS

A major in Political Science for the B.A. degree requires 30 credit hours of political science to include: (1) American Politics (POLS 1110); (2) Comparative Politics (POLS 1130); (3) International Politics (POLS 1150); (4) Political Science Methods (POLS 2220) or equivalent social science methods course; (5) one course in the subfield of political philosophy (POLS XX7X); and (6) one of the following senior courses: Senior Seminar (POLS 4600), Senior Thesis (POLS 4990), North Carolina Student Legislature (POLS 4110), or Model United Nations (POLS 4163). No more than nine hours of credit from POLS 4110, 4163, 3400, and 3800 can be used to fulfill major requirements. POLS 2220 and one of the senior courses listed above fulfill the writing intensive courses required for graduation.

Areas	Credit Hours	Description
Pre-Major/ Prerequisites	-	
Major	30	Required courses in the major will count towards university General Education requirements for Social Science, Oral Communications, and Writing Intensive requirement
General Education (not satisfied by other major requirements)	31	Does not include required writing intensive and oral communications courses included in the major. POLS1110 is required of all political science majors and satisfies the social science requirement under General Education. Transfer students with an associate of arts degree are exempt from most General Education requirements, but must complete the Writing Intensive requirement.
Related Work	-	
Foreign Language	0-8	Must demonstrate competence at the level of the second semester of a foreign language; competence can be demonstrated by transfer courses, placement exam, or courses at UNC Charlotte.
Electives	51-59	As needed to complete 120 hours total for graduation. Political science majors are encouraged to complete a second major or a minor.
Total Credit Hours	120	

SUGGESTED PLAN OF STUDY (including Legal Studies Minor)

Freshman Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
POLS 1110	American Politics	3	X		
UWRT 1101	Writing and Inquiry in Academic Contexts I	3	X		
MATH 11XX	Math	3	X		
XXXX XXXX	Foreign Language	4			
XXXX XXXX	Elective (Could be LEGL 1110)	3			
<i>Spring Semester</i>					
POLS 1130	Comparative Politics	3			
POLS 1150	International Politics	3			
UWRT 1102	Writing and Inquiry in Academic Contexts II	3	X		
XXXX XXXX	Foreign Language	4			
XXXX XXXX	Elective (Could be LEGL 1110)	3			
					32 Credit Hours for Year

Sophomore Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
POLS XX7X	Political Philosophy	3			
LBST 110X	LBST 110X Series: Arts and Society	3	X		
LBST 2101	Western Cultural and Historical Awareness	3	X		
STAT XXXX	Statistics Course	3	X		
XXXX XXXX	Elective (Could be LEGL 1110)	3			
<i>Spring Semester</i>					
POLS 2220	Political Science Methods	4	X	W	
LBST 2102	Global and Intercultural Connections	3	X		
LBST 221X	LBST 221X Series: Ethical Issues and Cultural Critique	3	X		
XXXX XXXX	Science without Lab	3	X		
XXXX XXXX	Elective (Could be LEGL 1110)	3			
(note: LEGL 1110 taken once, ideally in first 2 years)					31 Credit Hours for Year

Junior Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
POLS 3XXX	POLS Elect./LEGL subst POLS 31(14-17, 37, 62, 75)	3			
POLS 3XXX	POLS Elective	3			
XXXX XXXX	Science with Lab	4	X		
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
<i>Spring Semester</i>					
POLS 3XXX	POLS Elect./LEGL subst POLS 31(14-17, 37, 62, 75)	3			
XXXX XXXX	Non-POLS LEGL Elect.	3			
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
					31 Credit Hours for Year

Senior Year

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
POLS 3XXX	POLS Elective	3			
XXXX XXXX	Non-POLS LEGL Elect.	3			
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
<i>Spring Semester</i>					
POLS 4XXX	POLS 4000/LEGL Skill 4110 or 4163*	3	X	W,O	
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
XXXX XXXX	Elective	3			
					27 Credit Hours for Year

(NOTE: This is just one suggested plan for POLS major/LEGL minor. Could, for example, take two POLS skills courses (including Mock Trial) and one substantive course).

ADVISING RESOURCES

- General Education Requirements for ALL Students: ucol.uncc.edu/general-education
- Undergraduate Catalog: catalog.uncc.edu
- Central Advising website: advising.uncc.edu
- College of Liberal Arts & Sciences advising website: clas.uncc.edu/students/Advising-News/
- University Advising Center website: advisingcenter.uncc.edu



UNC CHARLOTTE

BELK COLLEGE *of* BUSINESS

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January 26, 2016

Dear Professors Nicolaides and Long,

Thank you for consulting with the College of Business on the proposed new minor in Legal Studies.

I am writing on behalf of the College of Business to offer general support to the proposal from the College of Liberal Arts and Studies for the addition of the minor in Legal Studies.

Sincerely,

A handwritten signature in black ink, appearing to read "Pat Mynatt".

Pat Mynatt, PhD
Associate Dean for Undergraduate Programs
Belk College of Business
9201 University City Blvd.
Charlotte, NC 28223