

# PRE-LAW SEMINAR

GEN ST 297

AUTUMN 2020

<p><b>Instructor:</b> Dawn Cheung, MSW Internship Coordinator, UW College of Engineering STARS program <a href="mailto:dawnfc99@uw.edu">dawnfc99@uw.edu</a> <a href="https://www.linkedin.com/in/dawncheung/">https://www.linkedin.com/in/dawncheung/</a> 206-543-9108</p> <p><b>Office Hours:</b> Please make a "applying to graduate/professional school " appointment via Handshake with a Career Coach</p> <p>Instructions and more information on how to do so: <a href="https://careers.uw.edu/schedule-an-appointment-with-a-career-coach/">https://careers.uw.edu/schedule-an-appointment-with-a-career-coach/</a></p>	<p><b>Class Meeting Time &amp; Place:</b> Wednesdays 2:30-3:50PM Virtual- Zoom</p> <p><b>Canvas Site:</b> <a href="https://canvas.uw.edu/courses/1398590">https://canvas.uw.edu/courses/1398590</a></p>
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## **Course Description:**

This course is designed for students who want to explore the field of law as well as prepare for law school. The main goal of the course is to give students a chance to reflect on what a life in the law would involve. Students will learn about the best way to prepare for, and to be successful in law school, as well as about the variety of possible careers in the law. Students will gain practical insight and have the opportunity to interact with legal professionals and law school admission officers to explore their futures in law school and the legal profession. Students will start to explore their career options and become acquainted with a number of career development resources. This course is open to all students who are exploring, preparing, or applying to law school. Alumni are welcome to audit the course and Autumn quarters will have a First-Year Interest Groups (FIGs)\* included.

## **Course learning outcomes:**

- Develop a thoughtful, reflective, personal and well-informed understanding of whether or not, and if yes, why, pursuing a career in the law suits their personality traits, their academic strengths and weaknesses, their core values, and life interests
- Learn about the benefits and challenges of an education and career in the law
- Be familiar with a wide variety of legal career paths
- Identify core skills that can help them become a successful applicant and J.D. candidate
- Learn about and prepare for the application process to law school
- Know how to find and use a number of career exploration resources
- Understand the basics of networking and feel comfortable conducting career conversations

\*FIG students will have some modified assignments and activities that will assist in their curriculum and exploration of law school/career in law. This will be indicated in the Modules.

**Schedule:**

<b>Date:</b>	<b>Topics:</b>	<b>Assignments: <i>due at the start of class</i></b>
<b>Week 1</b> 9/30	First Day of Class Syllabus & Introductions	<ul style="list-style-type: none"> <li>Review C&amp;I Pre-Law Website</li> <li>Canvas Discussion Post-Introduction</li> </ul>
<b>Week 2</b> 10/07	Why Law?	<ul style="list-style-type: none"> <li>Read Gallup Study: <i>Examining Value, Measuring Engagement- A National Study of the long-term outcomes of a law degree</i></li> <li>Canvas Discussion Post</li> </ul>
<b>Week 3</b> 10/14	Exploring Legal Careers & Gaining Experience	<ul style="list-style-type: none"> <li>Research 2 fields of law you are most interested in</li> <li>Research NALP website</li> <li>Canvas Discussion Post</li> </ul>
<b>Week 4</b> 10/21	Researching Law Schools & Fit	<i>No Assignment due</i>  Review resources in module
<b>Week 5</b> 10/28	Preparing for Law School	<ul style="list-style-type: none"> <li>Sign up for Max Pre-Law by AccessLex <ul style="list-style-type: none"> <li>Analytix Tool</li> <li>Use XPloreJD Tool</li> </ul> </li> <li>List of 6-8 Law Schools</li> </ul>
<b>Week 6</b> 11/04	Law School Admission & Application Process	<i>No Assignment due</i>  Review resources in module
<b>Week 7</b> 11/11	HOLIDAY- NO CLASS VETERANS DAY	<i>No Assignment due</i>
<b>Week 8</b> 11/18	Law School Resume + Personal Statement	Law School Prep & Application Timeline
<b>Week 9</b> 11/25	Financing your Law Degree <i>This seminar will be recorded. Watch on your own time.</i> (Happy Thanksgiving!)	<i>No Assignment due</i>  Review resources in module
<b>Week 10</b> 12/02	What to Expect in Law School- Panel of current J.D. Students	Resume and Personal Statement or Pre-Law Assessment
<b>Week 11</b> 12/09	Last Day of Class Final Reflection	<ul style="list-style-type: none"> <li>Career Conversation</li> <li>Reflection</li> </ul>

**Assignments:**

	<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
<b>1</b>	<p><b>Canvas Discussion Post- Introductions</b> For your first assignment, please do the following three:</p> <p>1). Please post in the Discussion page a brief introduction of yourself so the class and I can get to know you better! Please include: 1). Name, 2). Grade, 3). Major, 4). Hometown, 5). Where you are as a pre-law student: Exploring, Preparing, or Applying and 6). Three things you hope to learn/takeaway from this seminar</p> <p>2). Please review and get familiar with the content on the Pre-Law webpage from the C&amp;IC website: <a href="https://careers.uw.edu/pre-law/">https://careers.uw.edu/pre-law/</a></p> <p>3). Optional: Sign up for the Law, Government, &amp; Policy Interest Community to stay up to date on announcements: <a href="https://careers.uw.edu/channels/law-government-policy/">https://careers.uw.edu/channels/law-government-policy/</a></p>	<b>5 points</b>	<b>Due: 9/30 First Day of Class</b>
<b>2</b>	<p><b>Career Conversation-</b> An important tool to help you learn more about a profession is to conduct informational interviews. These interviews can also help you start building your network as well as get more comfortable talking to professionals. You have the <u>whole quarter</u> to conduct one informational interview with a professional in the field of law.</p> <p>Please write a one-page, double spaced reflection and submit to canvas summarizing your conversation, what you learned, and how does this influence your decision with law school/career?</p> <p>Please be prepared to share on the last day of class.</p>	<b>20 points</b>	<b>Due: 12/09 Last Day of Class</b>
<b>3</b>	<p><b>Canvas Discussion Post- Why?</b> Read <b>Gallup Study Examining Value, Measuring Engagement- A National Study of the long-term outcomes of a law degree</b> and TedxTalk video by Simon Sinek. Please select as many or as little of the optional materials to explore.</p> <p>In a blog post, please respond to these two questions: 1). <i>Why do you want to go to law school?</i> 2). <i>Why do you want to become a lawyer?</i></p>	<b>5 Points</b>	<b>Due: 10/07</b>
<b>4</b>	<p><b>Canvas Discussion Post- Fields of law</b> 1). Please take LSAC's Quiz- <i>The Right Field for You</i> <a href="https://www.lsac.org/discover-law/pathways-legal-career/quiz">https://www.lsac.org/discover-law/pathways-legal-career/quiz</a></p> <p>2). Select 2 fields of law (from the list of 17 from LSAC) to research <a href="https://www.lsac.org/discover-law/pathways-legal-career/fields-law">https://www.lsac.org/discover-law/pathways-legal-career/fields-law</a></p> <p>3). Research this website, specifically the 'Research &amp; Statistics' section. The National Association for Law Placement (NALP)- <a href="https://www.nalp.org/">https://www.nalp.org/</a></p> <p>4). In a discussion post, please list:</p> <ul style="list-style-type: none"> <li>• Which Field of Law you got from the quiz</li> <li>• Which Fields of Law you researched and one interesting fact about each</li> <li>• One interesting fact that you found through the NALP website</li> </ul> <p>Please be ready to also report your findings in class.</p>	<b>5 Points</b>	<b>Due: 10/14</b>

5	<p><b>List of 6-8 Law Schools</b> Wherever you are in the process, researching law schools you may be interested can be a helpful and informative first step.</p> <p>1). Create an account with Max Pre-Law By AccessLex <a href="https://www.accesslex.org/max-prelaw">https://www.accesslex.org/max-prelaw</a></p> <p>2). Use XploreJD tool- A tool that builds and lets you compare a list of potential law school options that may be a good fit based on your answers to questions in 8 primary factors in the law school decision making process. [Insert link]</p> <p>3). Use Analytix tool to select criteria that is important to you about law schools and see data side-by-side. <a href="https://maxprelaw.exceedlms.com/student/activity/411321-tool-analytix">https://maxprelaw.exceedlms.com/student/activity/411321-tool-analytix</a></p> <p>4). Do some individual research (resources listed in Canvas site)</p> <p>5). Create a list of 6-8 law schools (2 safety, 2 target, and 2 reach) you are interested in/want to/are applying to.</p> <p>Please list in this format:</p> <ul style="list-style-type: none"> <li>• List of law schools that were produced by XploreJD tool</li> <li>• Name of Law School, Location, Ranking, Tuition, Median GPA and LSAT score</li> <li>• What program/concentration interests you the most</li> <li>• Why this school is your safety/target/reach school?</li> </ul>	5 points	Due: 10/28
6	<p><b>Law School Prep &amp; Application Timeline-</b> Using the Law School Application Timeline Template (or creating your own format), please create your preparation and application timeline of when you will be applying to law school.</p>	5 Points	Due: 11/18
7	<p><b>Law School Resume and Personal Statement-</b> <i>For students <u>exploring or preparing</u> to apply to law school (including FIG students)-</i> Create or update your resume. For your personal statement, start brainstorming and listing 2-3 stories/experiences you would want to talk about. Under each story/experience, list in bullet points your main talking points and how you may potentially structure your personal statement OR do the pre-law assessment that was introduced in Week 2.</p> <p><i>For students who are <u>currently applying</u> to law school-</i> Update your resume with the format and requirements law schools are asking for. Remember, each law school is different in their requirements. If you have not already started, please write your first draft of your personal statement.</p>	20 points	Due: 12/02
8	<p><b>Final Reflection</b> Please write a one page, double spaced reflection to canvas on:</p> <ul style="list-style-type: none"> <li>• What did you learn about yourself throughout this past quarter?</li> <li>• Do you still want to pursue law school/a career in law? Why?</li> <li>• What questions came up for you that you got answered?</li> <li>• What are questions you still have?</li> <li>• What are other data points you would like to collect?</li> <li>• How do you feel? (More confident, more worried?)</li> </ul> <p>Please be prepare to share on the last day of class!</p>	15 Points	Due: 12/09 Last Day of Class
	<b>Attendance &amp; Participation (10 classes)</b>	20 Points	
	<b>Total</b>	100 points	

**Last day to turn in assignments for points: 12/16 @ 12PM**

**Grading:**

This is a one-credit seminar graded as Credit/No Credit. Students who score **80 or more points out of a possible 100 points will receive credit**. Students' scores include points for **participation** (two points per class session) and **completion** of the **eight assignments** (5-20 points each). Assignments turned in late will be subject to an appropriate penalty (10% if turned in one week late or less, 20% if turned in more than one week late). No assignments will be accepted after **12:00PM on December 16<sup>th</sup> at 12:00PM**. This class is meant to supplement and enrich your academic journey. **Active and consistent participation, attendance, and professionalism** are key to making the most out of your experience in this seminar. Students are responsible for communicating any questions or concerns with the instructor.

**Extra Credit:**

Extra credit will be offered to students who would like to make up a missed class or late assignments. Each opportunity is worth 5 points and must be completed by the end of the quarter.

**Policies & Accommodations:****Classroom Community Expectation:**

In this class, we share and discuss our backgrounds and identities as well as our futures, goals and dreams. Everyone is expected to listen to their classmates and respect each other, including guest speakers. As your instructor, I recognize the complexities of identity and career development, and am committed to supporting students, alumni and employers from all backgrounds & perspectives. *Valuing individual diversity means reaching beyond stereotypical views of individuals and respecting different perspectives and lived experiences that each person offers as a result of their culture, religion, ethnicity, gender identity, race, national origin, immigration status, disability, sexual orientation, and age*

**Canvas Component:**

Our course has an accompanying Canvas website. This will be used to help communicate information regarding assignments and resources. You are responsible for accessing the class Canvas site on a regular basis to obtain certain class materials and any announcements that are made about the course.

**Academic Integrity and Honesty:**

All students are expected to uphold the UW Student Conduct Code and fulfill their responsibility to (1) uphold the highest standards of academic integrity in the student's own work, (2) refuse to tolerate violations of academic integrity in the university community, and (3) foster a high sense of integrity and social responsibility on the part of the university community.

**Religious and Cultural Practices:**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

**Access and Accommodations:**

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.