

Preparation Materials for the New Law Teachers Participating in the Session Entitled “Putting It Into Practice—Course Design”

The goal for this session is to assist participants in planning at least one of their fall or spring classes by working on their syllabi during the session and having an opportunity to receive no stakes, formative feedback on their efforts.

For this session, you will be subdivided into smaller sub-groups. Each participant will choose the course(s) on which they wish to work. On the pages that follow, you will find a syllabus template from which you can work (if you wish) with comments and explanations in **bold, blue font**.

If you would like more information about the range of teaching techniques available to you as you plan your course, the syllabus template includes a list of teaching techniques. If you would like to learn more, the following article is helpful: Steven I. Friedland, *How We Teach: A Survey of Teaching Techniques in American Law Schools*, 20 SEATTLE U L. REV. 1 (1996), available here: <https://digitalcommons.law.seattleu.edu/cgi/viewcontent.cgi?article=1489&context=sulr>. Helpful books include the books listed here: <https://libguides.law.umn.edu/c.php?g=296857&p=6441304>.

Feel free to prepare in advance as little or as much as you wish.

If you have any questions or wish to consult with someone regarding your syllabus before the conference, please email Dean Michael Hunter Schwartz of McGeorge School of Law at mschwartz@pacific.edu. Dean Schwartz designed these materials and has been a frequent author and speaker on topics relating to teaching and learning law.

The experts will be walking around the room and offering best practices feedback. For a two-page discussion of best practices feedback, see Paula Manning, *Affective, Effective Feedback*, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3443214.

COURSE POLICIES AND ASSIGNMENTS

FOR [INSERT COURSE NAME]

SEMESTER:

CLASS MEETINGS:

TEXT:

[Some professors include both optional and required texts here.]

PROFESSOR:

Michael Hunter Schwartz

Pronouns:

[Students experience this choice as welcoming. It may not be possible at your institution.]

Office number:

Cell number:

[Many professors do not include this.]

E-mail:

OFFICE HOURS:

My office hours will be . . . [Insert hours and how students may schedule appointments if you will allow them.]

COMMUNICATION:

[Explain the easiest way to reach you and provide expected response times, e.g., within 24 hours on weekdays and 48 hours on weekends.]

EXPECTATIONS:

- [Explain your classroom culture expectations, e.g., treat the class as a professional obligation, have fun, respectfully disagree, etc.])
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- **Course Learning Outcomes:** [Articulate your course goals. As indicated below, goals can include affective goals, values goals, skills goals, and content goals.]
 - **Affective Outcomes:**
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 - **Values Outcomes:**
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 - **Skills Outcomes:** Students will be able to:
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 - **Content Outcomes:**
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TEACHING AND LEARNING METHODS [Consider whether you want to articulate how you teach. There is good evidence that such transparency enhances the student experience. Even better is if the professor, on the first day of class, gives students a chance to articulate what methods they prefer and edits those into the syllabus. Student input into course design correlates with greater student learning. Below is a non-exhaustive list of possible methods from the materials for the teaching session.]

- Socratic-Style Questioning
- Lecture
- Role playing
- Visuals
- Storytelling
- Peer interactions (small group, think-pair-share, group-pair solo, etc.)
- Writing
- Thinking/Reflecting

COURSE GRADING AND PRACTICE AND FEEDBACK [The more information you can provide, the better. At least include whether you will have a midterm and its weight, whether you will be grading class participation (and, if so, its weight). Some professors also provide grading rubrics so that students can get a sense, right from the beginning, of not only how they will be assessed but what is important. If you are providing practice and feedback via one or more ungraded assessments, indicate that plan here and how students will receive feedback, i.e., comments from you, a model answer, an issue outline, peer feedback, or other.]

OTHER POLICIES

- **Timely Attendance.** []
- **Credit-Hour Policy.** [Some professors like to explain the expectation for out-of-class work in terms of faculty determinations of the time expectation for each hour allocated, e.g., 2-3 hours of work outside of class for every hour in the class.]
- **Course webpage.** [Explain how to access your course webpage and what is available on that page.]
- **Welcoming Classroom.** [Some professors explain here what they do to create a welcoming classroom, such as knowing and properly pronouncing the names by which students would like to be referred, their willingness to use the students' preferred pronouns (if they are), what they do to ensure all voices are heard. Some law professors also link here to their law schools' bias complaint page.]
- **Academic Integrity.** [Many professors reference and link to their law school's code of conduct here. Many professors also address the use of AI here.]
- **ADA Accommodations.** [Many professors reference and link to information about how to access accommodations.]
- **Basic Needs.** [Some professors acknowledge that some students are experiencing food or shelter insecurity and reference and link to their law school's student services department. food pantry and career clothing closet here.]

- **Assignments:** [If you include assignments from sources other than your required text, it is helpful to mention that point here. If you anticipate adjusting the assignments based on your assessment of how well the students are learning, it is very helpful to mention that in your syllabus here.]

Class	Assignments and Activities [You should be indicating what the students need to do to be prepared for each class session. Thus, this column addresses what the students should read, write, draft, think about, etc. For the first day of class, some professors include the syllabus on the list of reading assignments. Many professors find it helpful to include a key hypo you want students to think deeply about in preparation for class because that thinking time enhances the quality of the class discussion.]	Learning Objectives [Objectives are the conclusion to the following: By the end of the class session, students will be able to _____. Consider both skills goals (e.g., articulate legal issues) and doctrinal goals (e.g., articulate the law of battery and the policy choice implicated by that doctrine)].
Session 1 8-__-25	<ul style="list-style-type: none"> [Think deeply about what you want students to experience on the first day of class to get them excited about the subject. First impressions create the culture for the course. Thus, some professors introduce problems that will be recurring throughout the course, engage the broad themes of the course, or even include a role play, such as having the students interview the professor or each other (playing a mock client).] 	<ul style="list-style-type: none">
Session 2 8-__-25	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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Session Last 11-__-25	<ul style="list-style-type: none"> [Think deeply about what you want students to experience on the last day of class. Try to make the end of the class memorable. Some professors review and highlight experiences from the course. Others review major themes. Still others focus on thanking the students.] 	<ul style="list-style-type: none">