# Classroom 101: Course Design + Teaching with Technology



#### **Overview**

- What to teach and how to teach it
  - Course descriptions and learning outcomes
  - Course evaluations
  - Casebooks
  - Syllabi
- Using technology
  - Polling platforms/student response systems (Poll Everywhere, iClicker)
  - Learning management systems (TWEN, Blackboard)
  - Game-based learning platforms (Kahoot!, Quizlet)



#### **What to Teach**



#### **Course Description—Civil Litigation Capstone**

This simulation course is for third-year (3L) students interested in civil litigation. Students will be divided into two "law firms" and serve as "associates" in the law firms. The assignments will focus on the pretrial aspect of a civil litigation. Students will have an initial client meeting, write a research memo to the client, draft pleadings, draft and argue motions, prepare discovery requests and answers, take depositions, and hire and prepare witnesses for a deposition. In the course of these exercises, students will confront problems dealing with choosing the proper parties, identifying the proper jurisdiction for the litigation, settling discovery disputes, and calculating damages.



#### **Learning Outcomes—Civil Litigation Capstone**

- Students will gain practical, substantive, and in-depth knowledge and experience through simulated experiences and projects.
- Students will use, develop, and refine lawyering skills needed for ethical and proficient representation of clients in civil litigation and will learn to work effectively as part of a team.
- Students will develop and practice necessary skills for the handling of a civil lawsuit, including written and oral communication and advocacy skills, drafting skills, critical thinking, negotiation skills, and interpersonal skills.
- Students will be exposed to the various phases of civil litigation and will use existing skills and knowledge from a variety of law school courses and will gain knowledge and skills necessary to perform duties involved in civil litigation, including interviewing clients and witnesses, drafting pleadings, arguing motions, taking depositions, and preparing discovery requests and answers.

  Joseph F. Rice

#### **Course Description—Drafting with Generative Al**

This course offers an exploration of generative AI tools and their integration into legal writing workflows. Students learn how Al-driven technologies can enhance the efficiency and accuracy of drafting memoranda, client letters, and other legal documents. Students will learn about the risks and limitations of legal drafting with Al. The course begins with an introduction to AI fundamentals, including large language models and prompt engineering, then delves into hands-on use of various AI platforms. Students will also examine the ethical, professional, and policy implications of AI in the legal field—covering confidentiality, compliance with professional disciplinary rules, bias, and liability considerations. By the end of the course, students will have developed concrete strategies for responsibly integrating Al into their real-world legal writing.

#### **Learning Outcomes—Drafting with Generative Al**

By the end of this course, students should be able to:

- Articulate core principles of generative AI, including how large language models function and where they may excel or fail in legal writing tasks.
- Demonstrate proficiency in prompting AI tools to produce, revise, and refine various types of legal documents.
- Critically evaluate Al-generated text to ensure accuracy, tone, and alignment with professional standards.
- Identify and analyze ethical considerations—including confidentiality, bias, and professional discipline risks—that are associated with Alassisted legal practice.
- Integrate AI tools into a human-centric workflow that emphasizes attorney oversight and ethical compliance.



#### **Course Description—Criminal Law**

This course provides an introduction to the substantive law of crimes. The primary emphasis is on those rules, principles, and doctrines applicable to most or many crimes. These doctrines include actus reus (What is a criminal act?), mens rea (What states of mind are criminal?), and the defenses of insanity, intoxication, impossibility, mistake, duress, necessity, and selfdefense. Some attention is also given to several specific crimes and to theories of punishment. The primary materials are selected appellate court opinions and the Model Penal Code.



#### **How to Teach It**



#### **Learning Through Class Discussion**

Jacob wanted to kill Vanessa, his wife. He drove his car at a very high rate of speed into Vanessa, who was holding Xavier, their infant son, in her arms. Jacob fervently hoped that Xavier would survive the collision. The car struck Vanessa and Xavier, killing both instantly.

With what form of culpability did Jacob kill Vanessa? With what form of culpability did Jacob kill Xavier?





#### **Learning By Doing**

Jacob wanted to kill Vanessa, his wife. He drove his car at a very high rate of speed into Vanessa, who was holding Xavier, their infant son, in her arms. Jacob fervently hoped that Xavier would survive the collision. The car struck Vanessa and Xavier, killing both instantly. With what form of culpability did Jacob kill Vanessa?

- A) Purpose because a person acts purposely with respect to a prohibited result when it is their conscious object to cause such result.
- B) Knowledge because a person acts knowingly with respect to a prohibited result when they are aware that the result is practically certain to follow from their conduct.
- C) Recklessness because a person acts recklessly with respect to a prohibited result when they consciously disregard a substantial and unjustifiable risk that the result will follow from their conduct and their disregard involves a gross deviation from the standard of conduct that a law-abiding person would observe in the actor's situation.
- D) Negligence because a person acts negligently with respect to a prohibited result when they should be aware of a substantial and unjustifiable risk that the result will follow from their conduct and their failure to perceive the risk involves a gross deviation from the standard of care that a reasonable person would observe in the actor's situation.



#### **Learning By Doing**

Jacob wanted to kill Vanessa, his wife. He drove his car at a very high rate of speed into Vanessa, who was holding Xavier, their infant son, in her arms. Jacob fervently hoped that Xavier would survive the collision. The car struck Vanessa and Xavier, killing both instantly. With what form of culpability did Jacob kill Xavier?

- A) Purpose because a person acts purposely with respect to a prohibited result when it is their conscious object to cause such result.
- B) Knowledge because a person acts knowingly with respect to a prohibited result when they are aware that the result is practically certain to follow from their conduct.
- C) Recklessness because a person acts recklessly with respect to a prohibited result when they consciously disregard a substantial and unjustifiable risk that the result will follow from their conduct and their disregard involves a gross deviation from the standard of conduct that a law-abiding person would observe in the actor's situation.
- D) Negligence because a person acts negligently with respect to a prohibited result when they should be aware of a substantial and unjustifiable risk that the result will follow from their conduct and their failure to perceive the risk involves a gross deviation from the standard of care that a reasonable person would observe in the actor's situation.



#### **Course Evaluations**

 Where applicable, the instructor related topics covered in the course to other areas of the law.

 The instructor focused on the most important aspects of the course instead of relatively insignificant points.



### Casebooks and Syllabi



#### **Teaching with Technology**







# Polling Platforms and Student Response Systems

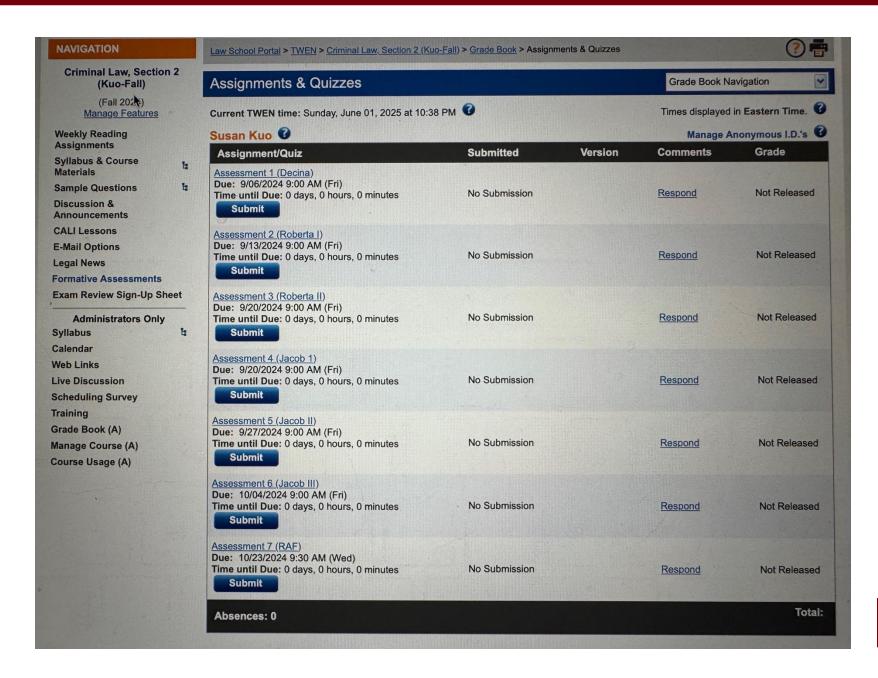


#### IMPERFECT MULTIPLE-CHOICE QUESTIONS

Taylor and her nemesis, Kanye, couldn't seem to let bygones be bygones. Taylor decided to plant an explosive device into Kanye's microphone so that, whenever he started singing his song "Famous," it would blow up. She didn't want to kill him but knew that there was a chance he would die. When Kanye comes on the stage, the mic blows up, and Kanye's head blows off. Under the Model Penal Code, what is the best charge for Taylor?

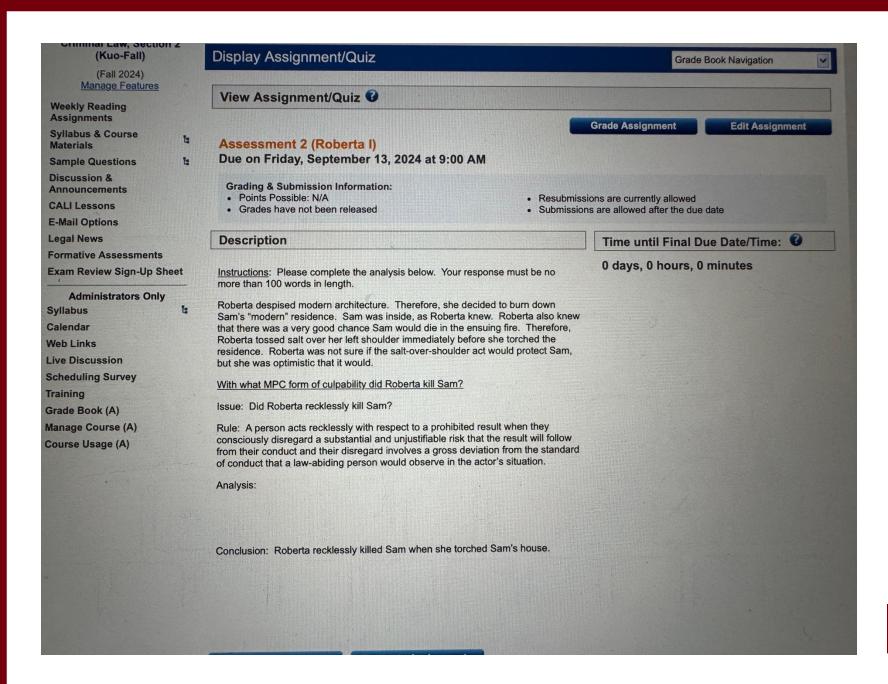
- A) First-degree murder
- B) Second-degree murder
- C) Murder
- D) Manslaughter
- E) Involuntary Manslaughter



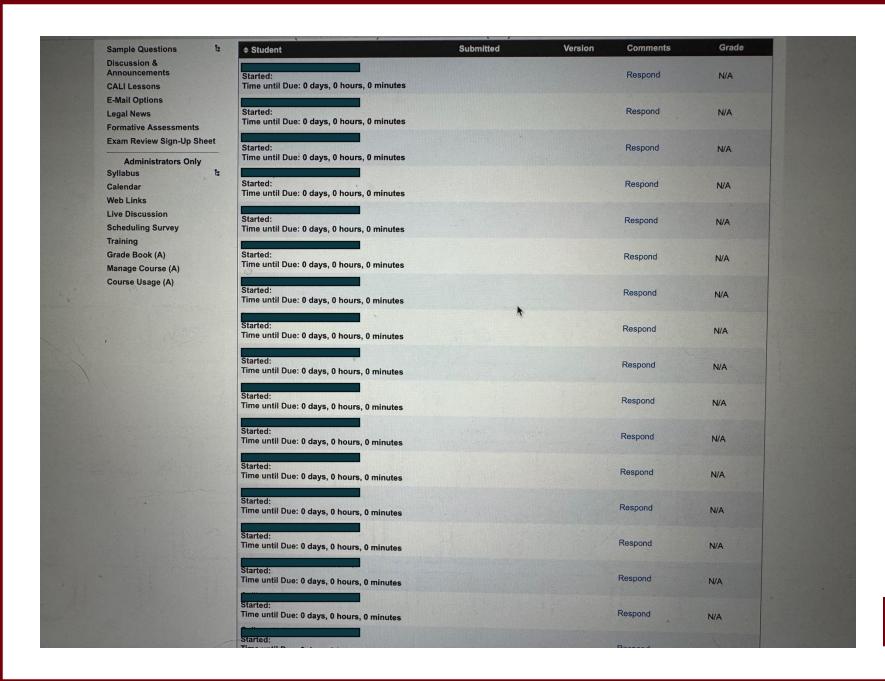


#### Learning Management Systems







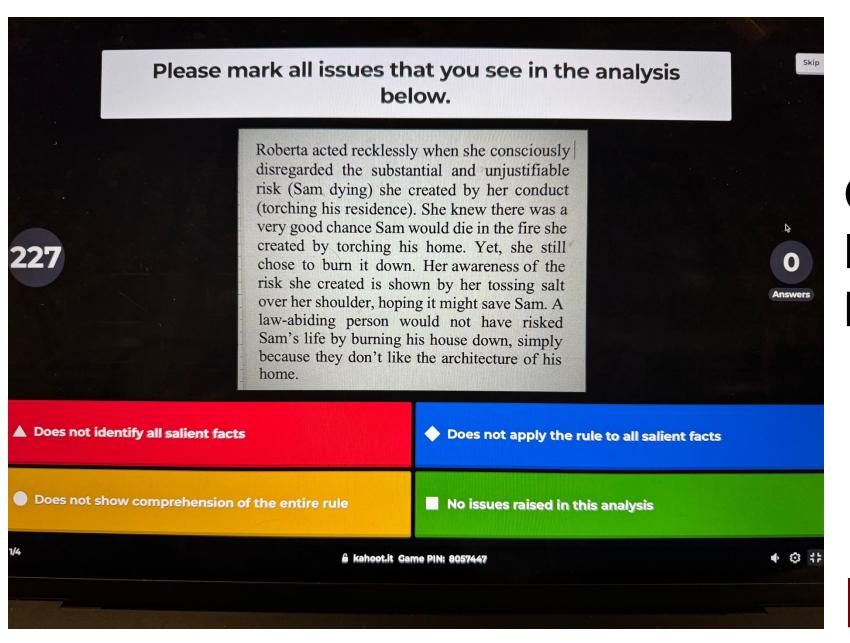




Roberta's action created a substantial and unjustifiable risk. She acted unjustifiably because her purpose was not that of a law-abiding person but rather to destroy a house she did not like. Further, the risk is substantial because fire is deadly. Finally, she was conscious of this risk, as she knew someone was in the house, and the act of tossing salt shows she was aware her actions created a risk. Being optimistic does not constitute not having knowledge of the risk she created and then disregarded. Her behavior grossly deviated from that of a law-abiding person.

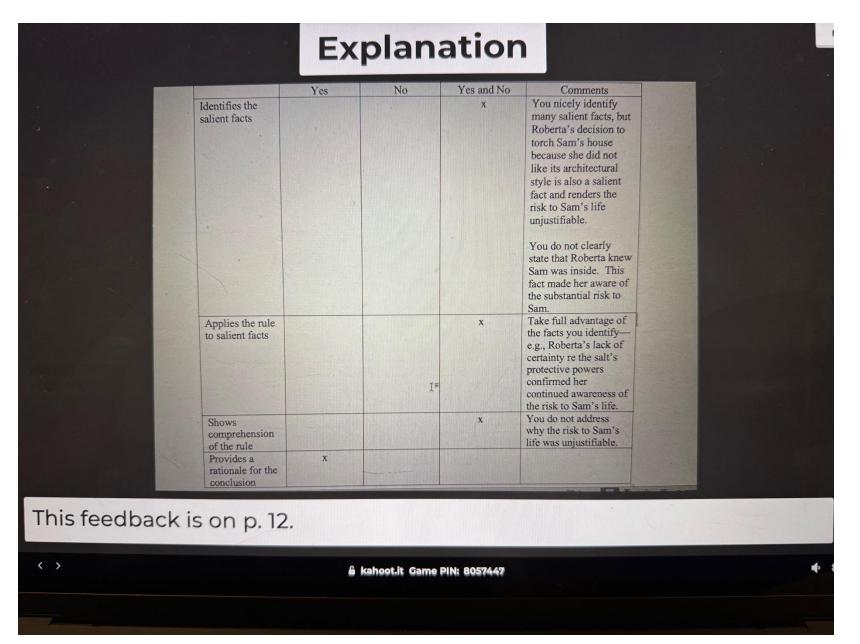
	Yes	No	Yes and No	Comments
Identifies the salient facts			X	You nicely identify many salient facts, but you do not clearly state what the risk is (Sam's death), identify Roberta's action that created the forbidden risk (torching Sam's house), or connect Roberta's optimism to the salt throw.
Applies the rule to salient facts	x			"Being optimistic does not constitute not having knowledge of the risk she created and then disregarded" does not quite convey that Roberta's lack of certainty re the salt's protective powers confirmed her continued awareness of the risk to Sam's life.
Shows comprehension of the rule	x			
Provides a rationale for the conclusion	X			



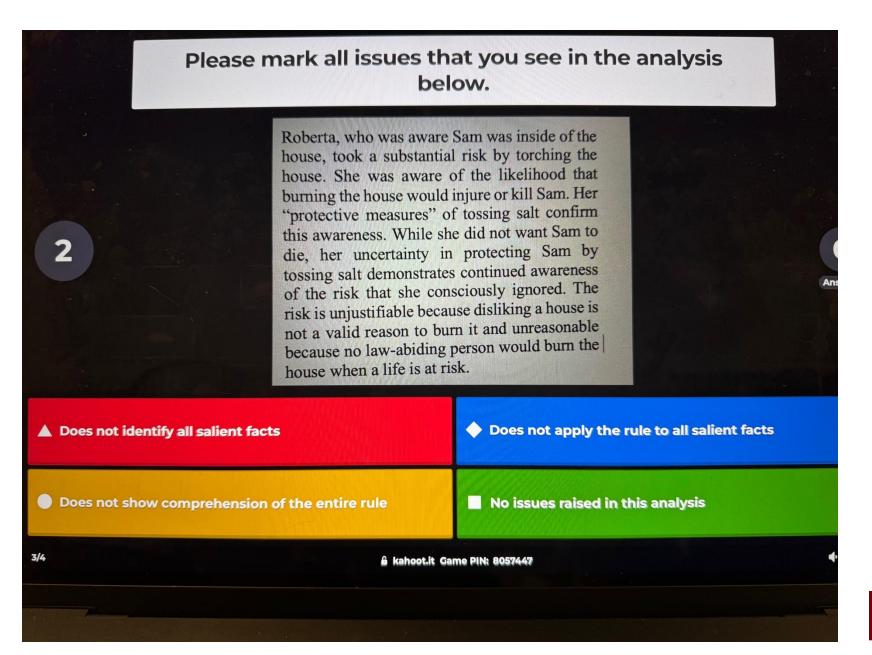


#### Gaming-Based Learning Platforms











#### **Explanation** Yes No Yes and No Comments Identifies the X salient facts Applies the rule X to salient facts Shows X comprehension of the rule Provides a X rationale for the conclusion This feedback is on p. 14.



## THANKS!

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