

sheets”), draft legal petitions seeking to dismiss criminal convictions, perform basic legal research, make community education presentations, and related tasks. Students attend court hearings on record clearance petitions (online or in-person) and conduct client interviews at advice sessions called “Speed Screenings” (online).

Course Goals and Learning Outcomes

After satisfactorily completing RCP, students are ready to assist their own clients (under attorney supervision), and have background skills applicable in other situations that involve assisting clients in a legal setting. By the end of the course, in addition to skills, students should have gained experience and insight regarding the criminal justice system, those involved in it, and ways in which processes might be improved.

In other classes, students learn that the criminal justice system is not neutral: Black and Latinx people are stopped by police, held in custody pretrial, charged with more serious crimes, offered less favorable pleas, and sentenced more severely than others. In the RCP, students see the personal consequences of this discrimination and, in their affirmative antiracist work, alter the lives of some of those affected.

Specifically, students have the following course learning outcomes (CLOs), as measured by the assignments noted (assignments described more fully in section below):

1. Practice and develop legal interviewing and counseling skills involved in legal work.
2. Apply ethical and professional obligations involved in legal work to real clients’ situations.
- 3.

unless you notify us promptly regarding situations like medical and family emergencies that reflect a good reason for the inability to complete the work on time.

Written assignments. There are two written assignments for class: a Speed Screening client profile and a mock record clearance petition described below. (CLOs 1-4). Turn these assignments in by the due dates. Please keep a copy in case of loss.

Speed Screening client profile. The Speed Screening client profile is a roughly four-page description of one or more people you interviewed at a Speed Screening. The goal of this assignment is to encourage reflection on the process of your legal interview. Among things you might write about are: how the person corresponds to the profile of other RCP participants we have seen or read about, how effectively (or not) the law provides a remedy for the client's situation. What were your impressions of the client and interview? Was there anything surprising regarding the person? What went well in your interview? What will you improve on next time, if anything? How well prepared for the interview did you feel? Was there additional training or information that would have helped you be prepared? (CLOs 1-4)

Mock petition. Students prepare a mock record clearance petition, based on a role-played, in-class interview. As we will cover in class, the "shell" is the boilerplate portion of the petition that includes material from a RAP sheet or conviction history. The Notice is the first part of the "shell" to let the Court and the District Attorney know of the petition and the general legal remedy/ies sought. The second part of the "shell," is the Points and Authorities. It lists the charges involved, outlines the related law, and requests relief. It must accurately reflect the details of the case presented, following the outline in a model shell.

The Declaration portion of the Mock Petition presents the client's statement regarding his/her case. It must be accurate and persuasive. It should include sufficient detail so as to complete the picture of the "defendant," reflecting how "that was then, this is now" to convince the judge that the "interests of justice" support dismissing the conviction. (CLOs 1-4)

Quizzes. There are two online quizzes similar to the class exercises and homework assignments. They are further described in class and in the course materials. (CLOs 1-4) There is no final exam; instead we finish up with class and debrief the semester at the time scheduled for the final exam.

SJS4 Registrar they are further described in the course materials. (CLOs 1-4) There is no final exam; instead we finish up with class and debrief the semester at the time scheduled for the final exam.

yourself:

<https://docs.google.com/presentation/d/1tXhR3cLUp2H7g2aNuYkVDfrgkdymOeLSsZ5Ui4w2cn>

Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) [will result in] an

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives–
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				During the next week:
		Quiz 2		
		Speed Screening 2		
		<i>Veteran's Day - No Lecture</i>		

		<i>Thanksgiving Day - No Lecture</i>		