

Georgia State University
College of Law, Classroom #346
Fall 2021, 3 credits
Mondays, 9:00 – 11:45 am

Professor Charity Scott
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Office hours: Mondays 12:00 – 2:00 pm
Room #319

LAW 7212E
THE REFLECTIVE LAWYER
SYLLABUS, COURSE POLICIES, AND WEEKLY ASSIGNMENTS

1. OVERVIEW

This course develops the skills, traits, and values of the reflective lawyer. Through readings, journaling, and experiential exercises including mindfulness, students develop essential competencies for successful practice in a broad range of legal fields and settings. These competencies include the capacity for self-reflection, effective communication, emotional intelligence, adaptability and resilience in the face of rapid change, and personal and professional responsibility to oneself, for one's health and well-being, and to the profession. The course offers the opportunity for developing students' capacities for self-reflection and fostering the intrinsic traits, qualities, and motivations that contribute to the ethical and professional practice of law, including self-awareness, empathy and compassion for self and others, diligence, honesty, authenticity, tolerance, initiative, creativity, flexibility, and a growth mindset. The course presents the theories, scientific bases, and positive psychology that support mindfulness and reflective practice in law. Students have the opportunity to explore the integration of (and balance between) work and the multiple other dimensions of life and well-being, as well as the relationship among personal health and wellness, self-reflective practices, and professionalism and ethics for lawyers.

2. LEARNING OUTCOMES After this course, students will be able to:

1. Employ one or more on-going self-reflective practices (such as mindfulness or other contemplative practice) that can contribute to their personal and professional development;
2. Demonstrate how self-reflective practice supports effective communication, positive relationships with others, and personal and professional health and well-being;
3. Analyze the role that self-reflective practice plays in the competent and ethical practice of law;
4. Identify their own professional strengths and where they have opportunities for improvement as professionals;
5. Design a framework and plan living their life well (defining for oneself what that means), for their continued professional learning, for their continued development of self-awareness, and for maintaining healthy strategies for coping with the demands of professional practice and of life in general; and
6. Set any other learning outcomes for themselves (what they hope to get out of this course) and evaluate the extent to which they have achieved their goals.

3. ATTENDANCE

You are expected to attend every class during the semester. If an emergency or other unanticipated reason arises and you will not be able to attend a class, you are asked to let Prof. Scott know so she can give you an excused absence. Such notice is requested as evidence of professionalism. More than two absences will require a meeting with Prof. Scott to discuss and may result in an incomplete or a failing grade.

4. GRADING

There is no exam for this course. Grades will be determined as follows:

1/3 = class participation and professionalism

1/3 = weekly journal entries and home practice records

1/3 = final term paper

5. CLASS PARTICIPATION AND PROFESSIONALISM

Your class participation will be evaluated on the quality of (1) your preparation of the weekly readings and exercises; and (2) your contributions to the class discussions in both small and large groups. You are expected to come prepared every week having carefully read the assigned material and to be ready to contribute thoughtfully to class discussions. Being absent or late or leaving early will negatively impact your class participation grade. This component of your grade will be evaluated based on your demonstrating: your genuine, good-efforts to learn mindfulness practices and meditations; your preparation for class; thoughtfulness in your contributions to class discussions; your willingness to engage in the class materials, discussion, and exercises with curiosity, open-mindedness, and courage to explore unfamiliar and new terrains; and your kindness and compassion for yourself and for others in the class, respecting and encouraging different voices.

6. WEEKLY JOURNAL ENTRIES AND HOME PRACTICE RECORDS

An important attribute of a competent lawyer is the ability to be self-reflective. Reflection on experience is necessary for continual self-improvement and the ability to be a life-long learner. This course is designed to help you develop your abilities to be self-aware and self-reflective. You will create a personal and professional journal for this course: every week you will prepare a short journal entry, consisting of 1-2 double-spaced pages on either (1) your reflections, thoughts, experiences, and observations that have arisen for you week-by-week as the course progresses, or (2) an assigned topic based on the exercises in the readings (these specific assignments are in the weekly schedule at the end of this syllabus).

When there is no assigned topic, it's your choice as to what to write about, and you should feel free to choose what is most meaningful for you. These entries may relate to insights about yourself personally; about your or others' interpersonal relationships or behaviors; or about society more generally that relate to the course content.

You will not be graded on the content of your entry. Your entries will be evaluated by the extent to which they demonstrate your authentic perspectives, your thoughtful responses to the subjects raised by the class, your good-faith efforts to tackle important questions for yourself, and your compliance with deadlines, the rules of grammar and punctuation, and practices for good writing. These entries are evaluated on a scale of 1 to 4; I anticipate that everyone should be able to get a 3 each week (3 means good, meets expectations; 4 is for really strong effort). If there are concerns or deficiencies in any given week, I will let you know and we can discuss.

For the first eight weeks of the course, at the end of each journal entry you should state how much time you spent in weekly home practice. You may continue to keep time records thereafter, but you are not required to do so. Please include in this journal entry (cut and paste):

Week 1 (2, 3, 4, etc.)	Mindfulness Practice	Amount of Time	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

The first eight weeks of the course consist of the standard Mindfulness-Based Stress Reduction (MBSR) curriculum, in which daily home practice of 45 minutes per day for six days a week is recommended. You are encouraged to try this amount, but in light of the time constraints of busy law students, the expectations for this class are that you will practice 15-20 minutes per day for six days per week; please indicate the days and times that you practiced and which mindful meditations you practiced. (Mindfulness is training for “mental muscles”, and like exercising at the gym for physical muscles, the more time you spend on the mindfulness exercises, the stronger the mental muscles become.) You may wish to add comments and observations on how home practice is going; this may be useful when you go back and review your journal entries at the end of the semester. You will not be evaluated on the amount of time you practice or the quality of your experience in your practice; you will be evaluated only on your good-faith effort and the regularity of your practice.

The journal entries and home practice records must be e-mailed by 6:00 pm on every Sunday before each Monday that we have class during the first 8 weeks of the semester (cscott@gsu.edu). Kindly title each document and the subject line of the email that you send me with the Week Number and your Last Name (example: Week1LastName; Week2LastName, Week3LastName etc.). I will ensure the confidentiality of your journal entries.

7. FINAL TERM PAPER – FRAMEWORK FOR DESIGNING YOUR LIFE

Your final paper should be between 12 and 15 pages in length, including footnotes or endnotes (use proper citation form). Please use Times New Roman font, 12-point type for text (10-point for footnotes/endnotes), double spaced with one-inch margins. Your paper should be

sent electronically to me by 12:00 pm (noon) on Friday, December 10, at cscott@gsu.edu. Please indicate “FinalPaperLastName” as the document name and on the subject line of the e-mail. The final term paper does NOT fulfill the College of Law’s writing requirement.

General subject matter of the paper: For the final paper, you will discuss your progress on the learning outcomes that were set out in the beginning of the course, and any other and additional learning outcomes that you may have set for yourself at the outset of the course. Have you met the course goals as well as the goals that you set for yourself in this course? Self-directed learning is the foundation for life-long learning, and after this course how will you continue to develop as a person and a professional? How will you design your life to give yourself the best opportunity to enjoy health and well-being and to find meaning, strong relationships, and life satisfaction? What values will be most important to you in designing your life? As you reflect on this course, what impact has it had on you, both positively and negatively? What insights have you discovered about yourself as you progressed through the course that you will take into your personal and professional lives?

As you reflect on these issues in your paper, please organize the paper in the following three sections using these general considerations above and also addressing the specific topics outlined below in these sections:

Section 1: For the first approximately one-third of your paper (4-5 pages), please address your reflections and thoughts on your progress on the first four learning outcomes, giving examples as appropriate:

1. Employ one or more on-going self-reflective practices (such as mindfulness or other contemplative practice) that can contribute to your personal and professional development;
2. Demonstrate how self-reflective practice supports effective communication, positive relationships with others, and personal and professional health and well-being;
3. Analyze the role that self-reflective practice plays in the competent and ethical practice of law;
4. Identify your own professional strengths and where you have opportunities for improvement as a professional.

Section 2: For the second approximately one-third of your paper (4-5 pages), please address your reflections and thoughts on your progress on the remaining learning outcomes, giving examples as appropriate:

5. Design a framework and plan for living your life well (defining what that means for you), for your continued professional learning, for your continued development of self-awareness, and for maintaining healthy strategies for coping with the demands of professional practice and of life in general. Give yourself a realistic timeframe for your plan (e.g., choose the next 3, 5, or 10 years). Reflect on how your plan will promote your inner hopes, aspirations, goals, well-being, life satisfaction, and happiness.
6. What other learning outcomes did you set for yourself – what did you hope to get out of this course? Have you revised any of your goals? To what extent have you met your

goals? To what extent will you incorporate your learning outcomes into the framework of #5 above?

Section 3: For the third approximately one-third of your paper (4-5 pages), discuss the key lessons learned and key personal insights that you will take away from this course. Specifically, please identify and explain what were the most valuable aspects of the course for you, and discuss specifically what insights about yourself that you gained from those aspects. Please identify and explain the *most* and *least* valuable aspects of the course for you and why, and discuss specifically what other insights about yourself have you gained from those aspects. (If you choose, you may adopt the model of mindful reflection on “pleasant” and “unpleasant” events.) Please identify and discuss what surprised you about the course and about your reactions to various aspects of it, and what insights you gained about yourself that you gained for those surprises. Are there any additional lessons learned from your experiences in this course? Finally, in this section please briefly review, revise, and reflect on the Model Code of My Own Professional Conduct that you designed for yourself that you will take with you after graduation.

The 1/3-1/3-1/3 allocations outlined above for the paper are approximations for you; please use them as guidelines for how much space to devote to each. You may make moderate adjustments as appropriate in light of what is most relevant and resonant for you in each section.

No research beyond that contained in the course readings is required; you may incorporate and cite to the readings from the texts and exercises that were most meaningful for you.

A grading rubric is in an Appendix at the end of this syllabus for your information. Grading will also incorporate considerations of good organization, grammar and punctuation, and clarity in writing.

8. OFFICE HOURS AND INTERIM SMALL-GROUP MEETINGS

I am expecting that our class will be in-person throughout the fall semester. If this changes due to University policies, I will set up Zoom meetings with the class, and we will continue virtually in accordance with the class schedule.

I will have in-person office hours at the law school after class every week on Mondays, from 12:00 – 2:00 pm. If you would like to meet with me at another time, please feel free to email me at cscott@gsu.edu. I will set up a virtual meeting for us on Zoom and will send you an invitation for a mutually convenient time.

Occasionally you be asked to meet (in-person or virtually) in small groups (3-4 students in each group) to cover assigned topics in advance of the Monday class and related to the reflection essays due that week. The group members can choose at their convenience when to meet during the week before the Monday class and how to meet (in-person or on a platform like Zoom, WebEx, Google Hangout, etc.). Each small group will choose a leader to report out during the Monday class what happened in those small-group meetings. I will alert you when we'll start with these interim small-group meetings, so you can join a group. Please email me

(cscott@gsu.edu) if you would like meet with me as a group and I can arrange a Zoom meeting at your convenience.

9. CONFIDENTIALITY, INTEGRITY & PROFESSIONALISM

This course requires the good-faith commitment of every student to participate fully in class discussions and exercises. Due to the highly experiential and experimental nature of the class activities, students will inevitably have new (and possibly disturbing) experiences, emotions, and thoughts. These reactions – both positive and negative – are all part of the learning process. To ensure that the class is a safe, open, and honest environment for experimenting with new ideas and behaviors, your respect for the confidentiality of your colleagues’ comments and actions in this class is requested. While you may of course discuss your own experiences, behaviors, and reactions with anyone you wish, you are requested not to discuss those of your (identified) colleagues with anyone outside of the class (unless you have their express permission). You are free to discuss the professor’s comments and actions with anyone at any time. How you comport yourself in this class (as in all professional activities) bears on your professional reputation – guard it most carefully.

Professionalism includes careful adherence to all course policies. Non-adherence to any of the course policies, which you are requested to expressly agree to in advance of the course, constitutes lack of professionalism, which can negatively impact your grade. In addition, violation of the student honor code (e.g., plagiarism, otherwise seeking to gain an unfair academic advantage) at any point during this course can be grounds for your being withdrawn from the course and given a failing grade. In light of the subject matter of this course, it is sincerely hoped that this will not happen.

10. READINGS

Readings are assigned from the following three required texts (all three should be available to you in paperback):

1. Bill Burnett and Dave Evans (“B&E”), *DESIGNING YOUR LIFE: HOW TO BUILD A WELL-LIVED, JOYFUL LIFE* (Alfred A. Knopf, 2016)
2. Randall Kiser (“Kiser”), *SOFT SKILLS FOR THE EFFECTIVE LAWYER* (Cambridge University Press, 2017)
3. Nathalie Martin with others (“Martin”), *LAWYERING FROM THE INSIDE OUT: LEARNING PROFESSIONAL DEVELOPMENT THROUGH MINDFULNESS AND EMOTIONAL INTELLIGENCE* (Cambridge University Press, 2018)

Readings for this class are different than for typical law school doctrinal classes, and your approach to the readings should be adjusted accordingly. They provide the context for the classroom exercises and discussion, and in some weeks your journal entries and other exercises will be drawn from them. It is *essential* that you do these readings in order to prepare for each week’s exercises and discussions. You will also use these readings in writing your final paper for the semester.

11. WEEKLY ASSIGNMENTS – for Fall 2021

DATE OF CLASS TOPIC FOR WEEK	READINGS AND OTHER ASSIGNED EXERCISES	HOME PRACTICE
August 16 Week #1 Self-Awareness	<p>For your weekly written submissions to cscott@gsu.edu, title each document and the subject line of the email that you send with the Week Number and your Last Name (example: Week1LastName; Week2LastName, etc.).</p> <ul style="list-style-type: none"> • <u>Martin</u>: Ch. 1, pp. 7-20, Gaining Self-Awareness • <u>Kiser</u>: Ch. 3, pp. 42-87, Self-Awareness • <u>B&E</u>: pp. ix-xxxi, Introduction: Life by Design • <u>To complete</u>: Take free VIA self-assessment at: https://www.viacharacter.org/ • <u>Bring to class</u>: your VIA report to discuss • <u>Bring to class</u>: any learning objectives that you set for yourself (in addition to those on page 1 of this syllabus); what are your learning goals for this course? • <u>Bring to class</u>: yoga mat if you have one (we will have some mats; wear comfortable clothes for lying down) 	<p>To be completed before each week’s class meeting (assigned for weeks #2 - #8)</p> <p>None for today</p> <p><i>Note: audios/videos for all mindfulness meditations in the weekly home practice through Week #8 will be in the handouts at the end of each class.</i></p>
August 23 Week #2 Introduction to mindfulness and mindfulness practices	<ul style="list-style-type: none"> • <u>Martin</u>: Ch. 2, pp. 21-32, Introduction to Mindfulness Techniques • <u>Martin</u>: Ch. 8, pp. 100-115, Mindfulness: Theory and Practice • <u>B&E</u>: Ch. 1, pp. 3-27, Start Where You Are • <u>Handout to complete</u>: Nine dots exercise (bring to class) <p><u>For this week’s journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday Aug. 22:</p> <ul style="list-style-type: none"> • 1-2 pages on anything that resonated with you in the readings, class discussion, home practice, or your own experiences. • At end of journal entry, record home practice; time spent each day; any comments 	<p><i>Complete home practices that were given out in Week #1:</i></p> <p><u>Formal practice:</u></p> <ul style="list-style-type: none"> • Body scan (6x = 6 times per week) <p><u>Informal practices:</u></p> <ul style="list-style-type: none"> • Mindful eating (at least once a week; noticing all six senses) • Cultivate moments of mindfulness; paying attention to the senses of sight, smell, hearing, taste, touch, and thoughts/emotions • See weekly home-practice handout
August 30 Week #3 Noticing habituated patterns	<ul style="list-style-type: none"> • <u>Martin</u>: Ch. 3, pp. 33-47, Managing Energy, Time, and Physical Space for Happy and Healthy Efficiency • <u>B&E</u>: Ch. 2, pp. 29-40, Building a Compass • <u>Handout to complete</u>: fill out each day for the previous week in the Pleasant Events Calendar and bring to class • <u>Bring to class</u>: a yoga mat if you have one 	<p><i>Complete home practices that were given out in Week #2:</i></p> <p><u>Formal practices:</u></p> <ul style="list-style-type: none"> • Body scan (6x) • Sitting awareness of breath meditation (6x; 10-15 min.)

DATE OF CLASS TOPIC FOR WEEK	READINGS AND OTHER ASSIGNED EXERCISES For your weekly written submissions to cscott@gsu.edu , title each document and the subject line of the email that you send with the Week Number and your Last Name (example: Week1LastName; Week2LastName, etc.).	HOME PRACTICE To be completed before each week's class meeting (assigned for weeks #2 - #8)
Coping with distractions Coherence in work and life	<u>For this week's journal entry</u> , email to cscott@gsu.edu before 6:00 pm on Sunday Aug. 29: <ul style="list-style-type: none"> • <u>Building a compass</u>: write a short reflection on your Workview and Lifeview and bring to class to discuss. See B&E Ch. 2, pp. 34-40 for instructions. OK to incorporate anything from your self-assessments. • At end, record home practice; time spent each day; any comments 	<u>Informal practices</u> : <ul style="list-style-type: none"> • Choose a daily routine activity and bring mindful attention to it (e.g., brushing teeth, taking shower, walking the dog, etc.) • See weekly home-practice handout
Sept. 6	LABOR DAY – NO CLASS TODAY	
Sept. 13 Week #4 Stress: Part 1 Recognizing aversion	<ul style="list-style-type: none"> • <u>Kiser</u>: Ch. 4 (first part of chapter), pp. 88-106, Self-Development (resilience, willpower/self-regulation, locus of control and self-efficacy, optimism, emotional granularity) • <u>B&E</u>: Ch. 3, pp. 41-61, Wayfinding • <u>B&E</u>: Ch. 4, pp. 63-86, Getting Unstuck • <u>Handout to complete</u>: fill out each day for the previous week in the Unpleasant Events Calendar and bring to class <u>For this week's journal entry</u> , email to cscott@gsu.edu before 6:00 pm on Sunday Sept. 12: <ul style="list-style-type: none"> • <u>Your choice</u>: 1-2 pages on anything that resonated with you in the readings, class discussion, home practice, or your own experiences. • <u>Get ahead and plan for next week if you'd like this option for next week's journal entry</u>: Create a Good Time Journal (see pp. 50-61 in B&E) over the next week and use for your journal reflections for Week #5. • At end of journal entry, record home practice; time spent each day; any comments 	<i>Complete home practices that were given out in Week #3:</i> <u>Formal practices</u> : <ul style="list-style-type: none"> • Alternate body scan with mindful movement (lying-down yoga) • Sitting awareness of breath meditation (6x; 10-15 min.) • Walking meditation (2-3x; 10 minutes) <u>Informal practices</u> : <ul style="list-style-type: none"> • Continue with everyday mindfulness with routine activities • See weekly home-practice handout
Sept. 20 Week #5 Stress: Part 2	<ul style="list-style-type: none"> • <u>Kiser</u>: Ch. 4 (finish chapter), pp. 106-136, Self-Development (feedback and advice, curiosity, goal setting and achievement, embodied cognition, mindfulness, equanimity, and well-being) • <u>B&E</u>: Ch. 10, pp. 181-198, Failure Immunity 	<i>Complete home practices that were given out in Week #4:</i> <u>Formal practices</u> : <ul style="list-style-type: none"> • Alternate body scan with mindful movement (lying-down yoga) (6x)

DATE OF CLASS TOPIC FOR WEEK	READINGS AND OTHER ASSIGNED EXERCISES For your weekly written submissions to cscott@gsu.edu , title each document and the subject line of the email that you send with the Week Number and your Last Name (example: Week1LastName; Week2LastName, etc.).	HOME PRACTICE To be completed before each week's class meeting (assigned for weeks #2 - #8)
Responding versus reacting Allowing and letting be	<p><u>For this week's journal entry</u>, select one of the options below and email to cscott@gsu.edu before 6:00 pm on Sunday, Sept. 19:</p> <ul style="list-style-type: none"> • <u>Option #1</u>: fill out worksheet on Reframing Failure based on B&E Ch. 10 (see p. 198 for instructions) and reflect on what you wrote. • <u>Option #2</u>: reflect on your Good Time Journal over the past week (see Week #4 above). If you want to go deeper, create mind maps for the activities that gave you energy (see B&E, Ch. 4, p. 86, for instructions). • At end of journal entry, record home practice; time spent each day; any comments 	<ul style="list-style-type: none"> • Sitting awareness of breath and body meditation (6x) <p><u>Informal practices:</u></p> <ul style="list-style-type: none"> • During the week, be aware of stress reactions including physical sensations that accompany them without trying to change them. • Notice feeling stuck, blocking, avoiding, shutting off from experience. • See weekly home-practice handout
Sept. 27 Week #6 Communication styles and patterns Talking & listening	<ul style="list-style-type: none"> • <u>Martin</u>: Ch. 9, pp. 119-137, Introduction to Emotional Intelligence: Theory and Practice • <u>Kiser</u>: Ch. 5 (first part of chapter), pp. 137-169, Social Proficiency (understanding other people, influence and communication, listening, storytelling/narrative reasoning, empathy, apologies) • <u>Self-assessment</u>: Take and score the conflict management style assessment that will be sent prior to class. Picture yourself in one kind of context (personal or professional) when you answer the questions (e.g., at school, or at work, or in your personal life with friends or with your family; your style may vary somewhat depending on the context you choose). Come prepared to discuss your reactions: any surprises? Agree or disagree with the results? Thoughts about its relevance to your life (e.g., what you might do with the results)? • <u>Handout to complete</u>: fill out each day in the preceding week in the Difficult Communications Calendar and bring to class <p><u>For this week's journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday 9/26:</p> <ul style="list-style-type: none"> • 1-2 pages on anything that resonated with you in the readings, class discussion, home practice, or your own experiences. 	<p><i>Complete home practices that were given out in Week #5:</i></p> <p><u>Formal practices:</u></p> <ul style="list-style-type: none"> • Sitting meditation practice: open monitoring/choiceless awareness (3-4x) • Alternate sitting meditation with either body scan or standing yoga (6x) <p><u>Informal practices:</u></p> <ul style="list-style-type: none"> • Bring awareness to moments of reactivity, exploring them and using the breath to slow down before responding. • Use breath as an anchor, a way to heighten awareness of reactive tendencies, to slow down, make more conscious choices. • See weekly home-practice handout

DATE OF CLASS	READINGS AND OTHER ASSIGNED EXERCISES	HOME PRACTICE
TOPIC FOR WEEK	For your weekly written submissions to cscott@gsu.edu , title each document and the subject line of the email that you send with the Week Number and your Last Name (example: Week1LastName; Week2LastName, etc.).	To be completed before each week's class meeting (assigned for weeks #2 - #8)
	<ul style="list-style-type: none"> At end of journal entry, record home practice; time spent each day; any comments 	
October 2 Saturday	ALL-DAY SILENT RETREAT (bring snacks, lunch, beverages, yoga mat if you have one)	
October 4 Week #7 Taking care of yourself (and others)	<ul style="list-style-type: none"> <u>Martin</u>: Ch. 13, pp. 194-207, Empathy <u>Martin</u>: Ch. 18, pp. 260-61, Gratitude <u>B&E</u>: Ch. 9, pp. 157-179, Choosing Happiness <p><u>For this week's journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday Oct. 3:</p> <ul style="list-style-type: none"> 1-2 pages on anything that resonated with you in the readings, class discussion, home practice, the retreat, or your own experiences. At end of journal entry, record home practice; time spent each day; any comments <p><u>Informal practices:</u></p> <ul style="list-style-type: none"> Bring awareness to how you take care of the body/mind Bring awareness of what you choose to listen to through radio, TV, the internet, movies; reading materials; your food choices, etc. Bring awareness to moments of being with other people and how you are relating to them; is it possible to extend kindness towards people you know? To people you don't know? To yourself? 	<p><i>Complete home practices that were given out in Week #6:</i></p> <p><u>Formal practices:</u></p> <ul style="list-style-type: none"> Sitting meditation practice: open monitoring/ choiceless awareness (3-4x) Alternate sitting meditation with the body scan and/or mindful movement (standing or lying down yoga) (6x) <p><u>Informal practices:</u> See column to the left ←</p> <ul style="list-style-type: none"> See weekly home-practice handout
October 11 Week #8 Beginning (again) Going forward	<ul style="list-style-type: none"> <u>Martin</u>: Ch. 4, pp. 48-55, The Lawyer in Society: Popular Culture Images of Lawyers and Your Self-Image <u>Martin</u>: Ch. 5, pp. 56-70, Lawyer Skill Sets: What We Have, What We Need <u>Small-group meeting</u>: Identify and agree with 2, 3, or 4 classmates to be in a small group together (for in-person or virtual meetings periodically in rest of semester). Small groups begin meeting next week. 	<p><i>Complete home practices that were given out in Week #7:</i></p> <p><u>Formal practice:</u></p> <ul style="list-style-type: none"> Loving kindness meditation (6x) Alternate sitting meditation, mindful movement, and/or body scan (6x without audio guidance if comfortable)

DATE OF CLASS TOPIC FOR WEEK	READINGS AND OTHER ASSIGNED EXERCISES For your weekly written submissions to cscott@gsu.edu , title each document and the subject line of the email that you send with the Week Number and your Last Name (example: Week1LastName; Week2LastName, etc.).	HOME PRACTICE To be completed before each week’s class meeting (assigned for weeks #2 - #8)
Professionalism and Professional Identity: Part 1	<p><u>For this week’s journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday Oct. 10:</p> <ul style="list-style-type: none"> • 1-2 pages on anything that resonated with you in the readings, class discussion, home practice, or your own experiences. • At end of journal entry, record home practice; time spent each day; any comments <p><u>Informal practice in daily life:</u></p> <ul style="list-style-type: none"> • When you wake, take a few moments to be with your body sensations and your breathing; for the last thing at night, do the same thing. • Throughout day, set an intention to be aware of your environment, noticing where you are and what you are doing; remembering to tune into your inner environment of body sensations, thoughts, and emotions. Take moments to consciously breathe. 	<p><u>Informal practices:</u> See column to the left ←</p> <p>See weekly home-practice handout</p>
October 18 Week #9 Professionalism and Professional Identity: Part 2	<ul style="list-style-type: none"> • <u>Martin</u>: Ch. 6, pp. 71-82, Building Your Professional Identity • <u>Martin</u>: Ch. 17, pp. 244-259, Responsibility to Society, Professional Identity, and Access to Justice • <u>Kiser</u>: Ch. 8, pp. 263-288, Professionalism • <u>Small-group meeting</u>: Get together with your small group after you have drafted your Model Code (or creed or aspirational statements – see below for the assigned reflection essay) and discuss what you came up with. Pick a leader of your group to report out the discussions during Monday’s online class. Bring your own Model Code to class to discuss. <p><u>For this week’s journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday, Oct. 17:</p> <ul style="list-style-type: none"> • Develop a Model Code (or Creed or Aspirational Statements) of My Own Professional Conduct, identifying for yourself 5-10 brief statements that identify the behaviors, attributes, and/or values that you want for your own professional life. • For each model statement (or provision) above, write a few sentences as a brief “comment” section to describe or explain it and why it is important to you. 	<p>Going forward, it is recommended that you continue daily mindfulness practices on your own, but it’s not required and you need not continue to submit time records:</p> <ul style="list-style-type: none"> • If you would like, choose a formal practice or two to focus on for the remainder of the semester • Ditto for an informal practice • Noticing the breath at different times throughout the day (a way to re-connect to your intention to be present to yourself and to the unfolding nature of your life).

DATE OF CLASS	READINGS AND OTHER ASSIGNED EXERCISES	HOME PRACTICE
TOPIC FOR WEEK	For your weekly written submissions to cscott@gsu.edu , title each document and the subject line of the email that you send with the Week Number and your Last Name (example: Week1LastName; Week2LastName, etc.).	To be completed before each week’s class meeting (assigned for weeks #2 - #8)
	<ul style="list-style-type: none"> In advance of finalizing and submitting your reflection essay, use the small-group meeting to discuss what you each drafted for your respective Model Codes. 	
October 25 Week #10 Emotional Intelligence Designing Your Life: Part 1	<ul style="list-style-type: none"> <u>Martin</u>: Ch. 10, pp. 138-164, Advanced Emotional Intelligence Skills <u>Video</u>: Lisa Feldman Barrett (neuroscientist on emotion, 18 minutes), “You Aren’t at the Mercy of Your Emotions: Your Brain Creates Them,” at https://www.ted.com/talks/lisa_feldman_barrett_you_aren_t_at_the_mercy_of_your_emotions_your_brain_creates_them/discussion?referrer=playlist-the_most_popular_ted_talks_of_2018. Please come to our Monday class prepared to discuss this video. Recall our earlier class discussion of “emotional granularity”; if you’d like (this is optional), see Barrett’s short article at: https://ideas.ted.com/try-these-two-smart-techniques-to-help-you-master-your-emotions/ <u>B&E</u>: Ch. 5, pp. 87-105, Design Your Lives (this will be the basis for your reflection essay and small-group meeting) <u>Small-group meeting</u>: In advance of today’s class and before you finalize your reflection essay, please get together with your small group (by Zoom, WebEx, Google Hang-out, etc.) and discuss what you came up with for your three Odyssey Plans (see instructions for the reflection essay below). Pick a leader of your group to report out the discussions when we hold our class on Monday. <p>For this week’s journal entry, email to cscott@gsu.edu before 6:00 pm on Sunday, Oct. 24:</p> <ul style="list-style-type: none"> Prepare “Odyssey Planning 101” discussed in Ch. 5 B&E (see pp. 96-97 and p. 105 for instructions) and bring to online class to share and discuss. This will require you to think through (and write) three completely different “Odyssey Plans” for your next 5 years. Your three plans should be three very different alternative versions of you, not three variations on a theme (e.g., NOT you first working in Big Law; second, you working in a Small Law firm; third, you working in a Government Law office). If one of your plans is related to practicing law in some way, assume for the other two plans that there has been a dramatic change in your personal or professional situation and you can’t practice law (e.g., before you take the bar exam, the State Bar suspends all new admissions for the next 5 years). See pp. 92-94 and graphic on p. 103. Discuss your Odyssey Plans with your small group in advance of class and before finalizing your reflection essay. 	
November 1 Week #11	<ul style="list-style-type: none"> <u>Martin</u>: Ch. 14, pp. 208-214, Cross-Cultural Lawyering (for fun, take the dialect quiz at https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html) <u>Kiser</u>: Ch. 5 (finish chapter), pp. 169-186, Social Proficiency (trust, teams, cultural competence) 	

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Cultural Self-Awareness Designing Your Life: Part 2	<ul style="list-style-type: none"> • <u>Take self-assessment</u>: Go to the Harvard Implicit Association test at https://implicit.harvard.edu/implicit/takeatest.html . Choose categories for (1) race, (2) age, and (3) any other category you choose. Come prepared to discuss your thoughts about the test during our online class; you do <i>not</i> need to share your specific results during class unless you wish to. • <u>B&E</u>: Ch. 6, pp. 107-127, Prototyping (this will be the basis for your reflection essay and small-group meeting). • <u>B&E</u>: Ch. 7, pp. 129-144, How Not to Get a Job • <u>B&E</u>: Ch. 8, pp. 145-156, Designing Your Dream Job • <u>Small-group meeting</u>: Please meet in advance before you finalize your reflection essay for this week. See instructions below for the “brainstorming portion” of the reflection essay assignment. <p><u>For this week's journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday, Oct. 31: Prototyping in B&E Ch. 6</p> <ul style="list-style-type: none"> • <u>The written portion</u>: First, design a Life Design Interview (pp. 115-17) that you could personally use (e.g., you could envision doing this kind of conversation instead of a more typical job interview; interviewers usually like to be asked good questions and you'll learn more about the potential employer, so think of good questions). Second, write your results for items #1, 2, and 3 of the prototyping exercise on p. 127. Third, “name and frame” the outcomes that came out of the brainstorming exercise with your group members (pp. 125-26 and below). See the forms that I will email you for “Prototype Ideation: Your Framing Question” and “Prototype Ideas” to help organize your thinking. • <u>The brainstorming portion</u>: In advance of today's class and before you finalize your reflection essay, please get together with your small group and do a brainstorming session that discusses a “focal question” that each group member frames for discussion (item #4 on p. 127). NOTE: each person will first need to have done items #1, 2, and 3 on p. 127 for him/herself in advance of the brainstorming session. For this session, follow the instructions for “brainstorming prototype experiences” on pp. 119-26. Pick a leader of your group to report out the discussions during Monday's class. • <i>[Optional: if you'd like to talk about the Implicit Association self-assessment with your small group in advance of Monday's class, you are welcomed to do so.]</i> 	
November 8 Week #12 Wisdom	<ul style="list-style-type: none"> • <u>Martin</u>: Ch. 15, pp. 215-220, Making Mindful Client-Centered Decisions • <u>Kiser</u>: Ch. 6, pp. 187-224, Wisdom • <u>Send the following submission by email to me by 5:00 pm Friday Nov. 5 and I will compile them for dissemination to all students by the time of Monday's class</u>: Identify a <i>very short</i> piece in any medium that resonates with you about life or topics from this class and that represents something you'd like to give your classmates as a farewell message or gift (e.g., poem, song, artwork, musical stanza or lyrics, quotation, proverb, adage, traditional (or other) saying, scriptural passage, picture/photo of a physical object or abstract concept, very brief excerpt 	

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	<p>from fiction or non-fiction work, etc. – your submission should take less than 30 seconds for others to read).</p> <ul style="list-style-type: none"> ○ The collected submissions will be discussed during class. For this discussion, think about whether your submission illustrates or represents any of the seven wisdom elements identified by Kiser in Ch. 6 (perceptiveness; foresight; creativity; fairness; judgment; self-renewal; courage), or perhaps some other trait, quality, behavior, attitude or value that you think is important or that reflects wisdom for you. ○ No additional journal entry due today. 	
<p>November 15</p> <p>Week #13</p> <p>Reflecting on what you’ve learned</p> <p>Designing Your Life: Part 3</p>	<ul style="list-style-type: none"> • <u>Martin</u>: Ch. 16, pp. 223-243, Purpose, Creativity, and the Practice of Law • <u>B&E</u>: Ch. 11, pp. 199-215, Building a Team • <u>B&E</u>: Conclusion, pp. 217-230, A Well-Designed Life <p><u>For this week’s journal entry</u>, email to cscott@gsu.edu before 6:00 pm on Sunday 11/14:</p> <ul style="list-style-type: none"> • Write what you would like someone to give as the eulogy at your funeral (or if preferred, what you would like someone to say about you at your retirement party). Bring it to class to discuss (you may share it or simply discuss its highlights). • Identify 3-5 people who will be part of your Life Design Team going forward after the class ends (see B&E, Ch. 11, Building a Team). Describe how you will meet regularly and actively with them to co-create a well-designed life as a community (see p. 215, “Try Stuff: Building a Team”). If practicable before today’s class, discuss with them what is entailed in being part of the team, and indicate that you have gotten their agreement to be a part of your team. If not practicable before today’s class, then describe how/when you will do so. 	
<p>November 22</p>	<p><u>THANKSGIVING BREAK – NO CLASS TODAY</u></p>	
<p>November 29</p> <p>Week #14</p>	<p><u>Last class</u>: Closing exercises – letter to self, improv games, exchange of “gifts” among students for remembrances and memories</p>	
<p>Friday</p> <p>December 10</p> <p>Final paper due by 12:00 pm noon today</p>	<p>Final paper – see syllabus (pp. 3-5) for description of what is expected for the final paper; see Appendix for the grading rubric that will be used for evaluation.</p> <p>Send to cscott@gsu.edu by 12:00 pm noon today, Dec. 10.</p>	

Appendix
Grading Rubric for Final Reflection Paper

This paper is worth 33% of your course grade

Section 1: Effectively, authentically, and comprehensively provides reflections and thoughts on student's progress on the first four learning outcomes for the course, giving specific examples and illustrations as appropriate.

Excellent (12-15) Good (7-11) Fair (3-6) Poor (0-3)

Section 2: Thoughtfully and clearly designs a framework and plan for living student's life well, for continued professional learning and self-awareness, and for maintaining healthy strategies for coping with the demands of professional practice and of life in general. Reflects on how plan will promote student's inner hopes, aspirations, goals, well-being, life satisfaction, and happiness. Effectively and authentically reflects on other learning outcomes student had set for self at the outset of the course.

Excellent (12-15) Good (7-11) Fair (3-6) Poor (0-3)

Section 3: Engages in serious and thoughtful discussion of the insights drawn about the student in light of the course and the key lessons learned and key personal insights that they will take away from course. Discusses most and least valuable aspects of course and personal insights related to those aspects. Discusses surprises that arose during the course and personal insights related to those surprises. Reviews and thoughtfully reflects on student's Model Code of My Own Professional Conduct.

Excellent (12-15) Good (5-7) Fair (3-4) Poor (0-2)

Other criterion: Evidence of having edited and proofread the paper prior to submission:

Excellent (4-5) Good (2-3) Fair (1) Poor (0)

Grading also takes into account the elements of good writing, clarity, organization, and grammar and punctuation.

Comments: