



Teaching Approaches to Introductory Courses

School Relations Task Force
NALA -The Paralegal Association

Speakers

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Objectives

- **Objective 1:**
Foundational Framework for Student Growth and Development
- **Objective 2:**
Effective Teaching Strategies
- **Objective 3:**
Resources to Enrich Learning Experience

Objective 1

Foundational Framework for Student Growth and Development

Different Approaches to Intro Courses

- Intro to Paralegal vs. Intro to Law
 - Practical vs. Theoretical
 - Specific vs. Broad
 - Procedural vs. Conceptual

Bring real-world experience to the classroom

- ❑ Invite a recent graduate to speak to you class about their experience
 - ❑ Relatability and engagement
 - ❑ Real-world insights
 - ❑ Career guidance and motivation
 - ❑ Enhanced learning experience

Additional Approaches

- Informational Interviews
- Career Development Plan



PLST 500E— INTRODUCTION TO LAW
3 units
January 23, 2025

PRACTICAL ASSIGNMENT #1

Instructions: Upload your assignment here before 6 pm PT, Tuesday, 2/4/2025. Follow assignment requirements as stated in the course syllabus. **NO LATE ASSIGNMENTS ARE ACCEPTED. NO EXCEPTIONS.**

Part 1: Paralegal Informational Interview

Minimum 1-page report due before 6 p.m. PT, Tuesday, 2/4/2025.

Report must include:

- Paralegal's full name;
- Contact information;
- Place of employment;
- General description of work responsibilities;
- Relevant training and/or work experience; and
- Paralegal's journey into the profession until present day

Part 2: Career Development Plan

Prepare a Career Development Plan setting 3 to 5 goals in 6-months, 1-year and 5-year phases. This assignment is due before 6 p.m. PT by Tuesday, 2/4/2025.

SAMPLE

6-Months (June 2025)		
Goal	Deadline	Notes
1. Find one new mentor.	2/1/2025	Join paralegal association and inquire about potential mentor.
2. Set up LinkedIn profile.	2/1/2025	Use professional headshot. Update my resume and have it reviewed by career services.
3. Review paralegal job postings in civil litigation and identify minimum requirements, knowledge, skills and abilities that I need to obtain a job in this field.	1/31/2025	Search Glassdoor, usajobs.gov, LinkedIn, Indeed.com for current job postings.

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Additional Approaches

□ Guest Speakers

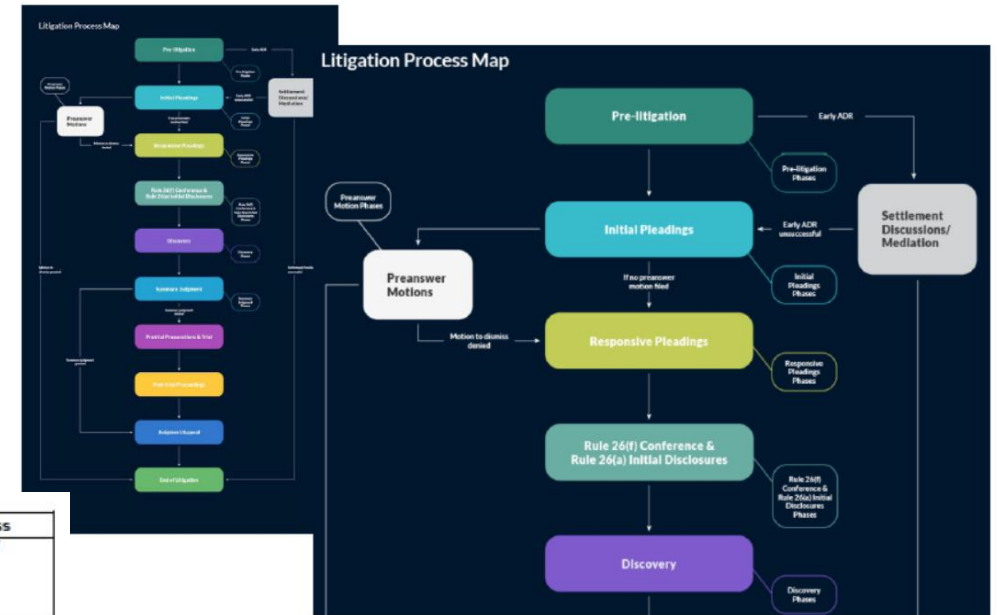
□ Trial Paralegal

□ DA Paralegal

□ Panel Discussions

□ Ask Me Anything Paralegal Panel

Date	Assignments/Readings Due	To Be Covered/Completed in Class
Thursday January 30, 2025	Chapter 6: Limitations in Obtaining Relief Chapter 7: Judicial Remedies Homework: Chapters 6 and 7 Questions DUE 2/4/2025	Lecture/Discussion of Chapters 6 and 7
Tuesday February 4, 2025	Practical Assignment #1 DUE MIDTERM REVIEW & EXAMINATION DUE BY 8 PM PT 2/5/2025	Guest Presentation
Thursday February 6, 2025	Lifecycle of a Civil Litigation Matter – Part 1 Homework: CALI Assignment DUE 2/11/2025	Discussion of Chapters 4, 5, 6 and 7
Tuesday February 11, 2025	Lifecycle of a Civil Litigation Matter – Part 2 Homework: CALI Assignment DUE 2/13/2025	Discussion of Chapters 4, 5, 6 and 7
Thursday February 13, 2025	Chapter 8: Criminal Law and Procedure Chapter 9: Family Law Homework: Chapters 8 and 9 Chapter Questions DUE 2/18/2025	Lecture/Discussion of Chapters 8 and 9
Tuesday February 18, 2025	Chapter 10: Contracts Chapter 11: The Law of Torts Homework: Chapters 10 and 11 Chapter Questions DUE 2/20/2025	Lecture/Discussion of Chapters 10 and 11
Thursday February 20, 2025	Chapter 12: Property Chapter 13: Administrative Law and Administrative Agencies Homework: Chapters 12 and 13 Chapter Questions DUE 2/25/2025	Lecture/Discussion of Chapters 12 and 13
Tuesday February 25, 2025	Chapter 14: Alternative Dispute Resolution FINAL EXAMINATION REVIEW Homework: Chapter 14 Chapter Question DUE 2/27/2025	Lecture/Discussion of Chapter 14
Thursday February 27, 2025	Practical Assignment #2 Due – Last Day of Class FINAL EXAMINATION DUE BY 8 PM PT 2/28/2025	Guest Presentation
THIS SCHEDULE IS SUBJECT TO CHANGE. ALL CHANGES WILL BE ANNOUNCED IN CLASS.		



RESOURCE: https://www.lexisnexis.com/community/cfs-file/_key/communityserver-blogs-components-weblogfiles/00-00-00-01-19/Entire-Litigation-Process-Map.png

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."
– ARISTOTLE

Additional Approaches

Visual Learning

Diagrams

Flowcharts



Brown v. Board of Education of Topeka / How the Case Moved Through the Court System

Supreme Court of the United States

Declared that schools should be desegregated with "all deliberate speed."

Brown v. Board of Education of Topeka (II) (1955)

The case went back the Court to determine how the violation of the 14th Amendment should be fixed.



Supreme Court of the United States

Ruled that segregated schools are "inherently unequal" and violate the 14th Amendment.

The Court also ruled on the companion case of *Bolling v. Sharpe*, which holds that the District of Columbia's segregated schools violate the Fifth Amendment.

Brown v. Board of Education of Topeka (I) (1954)

Brown case is combined with others from Virginia, South Carolina, and Delaware and bypasses the circuit court.



U.S. District Court for the District of Kansas

Found that segregation has a negative effect on Black children but segregated schools do not violate the 14th Amendment because facilities, transportation, teachers, and other tangible factors are equal.



Additional Approaches

- ❑ Auditory Learning
 - ❑ Podcasts
 - ❑ Legal Talk Network

PODCAST



LEGAL TALK NETWORK

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OUR PODCASTS

	@theBar Young and young-ish lawyers have interesting and unscripted conversations with their guests about legal news, events, topics, stories and whatever else strikes our fancy.		ABA Journal: Asked and Answered Featuring top of the industry guests discussing various legal topics.		ABA Journal: Legal Rebels In depth interviews with innovative pioneers in the legal profession.
	ABA Journal: Modern Law Library ABA Journal: Modern Law Library features top legal authors and their works.		ABA Labor and Employment Law Podcast ABA Labor & Employment Law Podcast is a thoughtful, balanced discussion with guests from two sides of a labor-related issue in the news.		Above the Law - Thinking Like a Lawyer Above the Law's Joe Patrice, Kathryn Rubino and Chris Williams examine everyday topics through the prism of a legal framework.
	Best's Insurance Law Podcast Best's Insurance Law Podcast features discussions with leading insurance attorneys about timely industry issues.		Digital Detectives Sharon D. Nelson and John W. Simek invite experts to discuss computer forensics as well as information security issues.		For The Innocent Hear why innocent people falsely confess, what causes misidentifications, and how our science like bite marks, shaken baby syndrome and DNA can be used to convict people. Season One and Two are now available.
	Heels in the Courtroom Heels in the Courtroom is a fresh and insightful podcast offering the female lawyer's perspective of trial work with Liz Lenivy, Mary Simon and Elizabeth McNulty.		In Dispute: 10 Famous Trials That Changed History Ten famous court cases come to life through reenactment of actual conversations preserved through trial transcripts and court reporters to explore the foundations of our current legal systems.		Kennedy-Mighell Report Dennis Kennedy and Tom Mighell talk the latest technology to improve services, client interactions, and workflow.
	Lawyer 2 Lawyer The Lawyer 2 Lawyer is a legal affairs podcast covering contemporary and relevant issues in the news with a legal perspective.		Lawyerist Podcast The Lawyerist Podcast is a weekly show about lawyering and law practice hosted by Stephanie Everett.		Legal Toolkit Legal Toolkit highlights services, ideas, and programs that will improve lawyers' practices and workflow.

Objective 2

Effective Teaching Strategies

Understanding by Design or Backwards Design

- ❑ Start with desired results and then work backward to create effective learning experiences
- ❑ Stage 1 Identify results
 - ❑ What should students know, understand and be able to do?
 - ❑ Define enduring understandings and essential questions
 - ❑ Determine what knowledge and skills are necessary
- ❑ Stage 2 Determine Acceptable Evidence
 - ❑ How will students demonstrate their understanding?
 - ❑ Design assessments to measure the desired outcomes
 - ❑ Use a variety of assessments (formative and summative)

Understanding by Design or Backwards Design

- ❑ Stage 3 Plan Learning Experience
 - ❑ Create engaging and effective learning activities
 - ❑ Align instructional strategies (content and activities) to desired results and assessments
 - ❑ Ensure learning experience contributes to student understanding
- ❑ Benefits of UbD
 - ❑ Improved student understanding
 - ❑ Coherent curriculum
 - ❑ Increased teacher effectiveness
 - ❑ Greater student engagement

Practical Example

- ❑ Course content = Grandma's cake recipe
- ❑ Desired outcome = a delicious cake
- ❑ Assessment = taste tests and checks
 - ❑ Formative = during learning, tasting and correcting as you cook
 - ❑ Summative = Grandma tasting finished cake



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Auditory Learning

- ❑ Google Notebook LM
 - ❑ Free
 - ❑ User-Friendly
 - ❑ Upload Recorded Lecture
 - ❑ Upload PowerPoint
- ❑ Students can listen on-the-go

The screenshot displays the Google Notebook LM interface for a document titled "Introduction to the Study of Law". The document ID is GMT20241013-223244_Recording_1920x914.mp4. The interface is divided into three main sections: Sources, Chat, and a central text area.

Sources: This section contains a "Source guide" with a "Summary" and "Key Topics". The summary describes the recording as an introductory law lesson for a hybrid paralegal studies course, focusing on course logistics, expectations, and the distinct roles of attorneys and paralegals. The key topics listed are: Intro to ..., Paralegal du..., Attorney responsibili..., Legal analysis proc..., and Doctrine of Stare De....

Chat: This section shows a chat interface with a balance scale icon and the title "Introduction to the Study of Law". It indicates "1 source" and provides a brief overview of the recorded lecture, which serves as an introduction to a hybrid introductory law course, outlining course expectations, assignments, and the roles and responsibilities of attorneys, paralegals, and other legal staff.

Central Text Area: This area contains the main text of the recording, starting with "Hello and welcome to Intro to Law. This is our first session of a recorded lesson for chapter 1. So, this is a hybrid course. We're going to meet online and in the classroom on Thursdays. Intro to law is one of the required courses for the paralegal pathway and the pathway to law school. So, just a couple of announcements. Make sure you watch the orientation module as navigated throughout our Canvas course. And then when we meet in class on Thursday, we'll talk about the brief oral report that each of you will be given during giving during our class sessions. And then also we'll talk about our weekly discussion boards. We will have activities both online and in the classroom. You can expect at least two discussion boards per week. When you are responding to one of your classmates. And if you disagree with one of their um ways of looking at an idea or how they're thinking, that's fine. We're in law and we get to have our own opinions, think outside the box, try to navigate the law for what's best for our client. So, if by chance you happen to disagree with one of your classmates viewpoints or perspective, I would really highly appreciate us staying respectful. So, for instance, if you wanted to respond to a classmate where you did not agree with their point of view, you could start it with, I respectfully disagree with your point of view. I find that and then you finish your sentence. Or the other way is although I understand your perspective, I believe that. And this way we'll have productive discussions. Uh there will be homework assigned every Monday and Thursday and of course if you need to reach out to me please message me through the canvas instant messenger or through email. All right let's get started. So chapter one is the

At the bottom of the interface, there are buttons for "Save to note", "Add note", "Audio Overview", and "Briefing doc". A chat input field at the bottom right shows the text "Start typing..." and "1 source".

Auditory Learning


- ❑ Google Notebook LM
 - ❑ Google Notebook LM
 - ❑ Uploaded a short Zoom recorded lecture - turned into a podcast

Introduction to the Study of Law



00:00 / 12:19

NotebookLM

 Copy share link

Generated by AI based on user-provided sources and instructions.

<https://notebooklm.google.com/notebook/3f470429-319a-43c2-af23-f184c7c3b2cb/audio>

Auditory Learning

- ❑ Zoom AI Companion Tool
 - ❑ Go to Settings -

Recording

Smart recording with AI Companion



Cloud recordings can have recording highlights, summary and smart chapters, next steps, and meeting coach. ☒

Create with each recording:

- ☒ Recording highlights [?](#)
- ☒ Summary and smart chapters [?](#)
- ☒ Next steps [?](#)
- ☒ Meeting coach [?](#)

zoom

Products

Solutions

Resources

Plans & Pricing

Profile

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Webinars

Events & Sessions

Personal Contacts

Personal Devices

Whiteboards

Notes

Surveys

Recordings & Transcripts

Summaries

Clips

Scheduler

Settings

Reports

Account Profile

Search Settings

< AI Companion General

Responsible AI is at the core of our go

General

Meeting

Team Chat

Recording

Whiteboard

Resources

Whitepaper

Getting started guide

Onboarding Center

Auditory Learning

PARALEGAL SERIES

Chapter 5 and 6
Finding and Interpreting Enacted Law and Opinions
Introduction to Law for Paralegals
A Critical Thinking Approach
8th Edition
Currier, Eimmermann, and Campbell

Hi, and welcome to chapters five and six.

00:00:05 / 00:29:38

Only play highlights ☐ Edit Highlights Save highlights

Summary and smart chapters

My meeting coach

Summary

Lori discussed the process of finding and interpreting enacted law and opinions, emphasizing the importance of understanding statutes, their interpretations, and the elements of a statute. She also explained the IRAC method for applying statutes to a client's case, the importance of understanding key terms in ordinances, and the concept of 'issue of first impression' in legal cases. Lastly, she discussed the structure of a ... [View All](#)

Audio Transcript

Search transcript

Lori Young

00:03

Hi, and welcome to chapters 5 and 6, we'll be finding and interpreting enacted law and opinions.

So what we're going to do is locate and interpret statutes. We're going to talk about the irac method, which is issue, rule, analysis, and conclusion. And sometimes the A in Irac stands for application.

We're going to locate and interpret administrative regulations and locate interpret constitutions.

So when we start to interpret the law, there are a couple steps that we need to keep in mind.

Next Steps

1. Attendees to look up specific codes or statutes and share them with the instructor.
2. Attendees to analyze a statute by breaking it down into its elements, determining if the elements apply to a given case scenario, and applying the statute to the scenario.
3. Attendees to locate and interpret court

Syllabus as Scheduling Order

IN THE CIRCUIT COURT OF THE SIXTH JUDICIAL CIRCUIT
OF THE STATE OF FLORIDA IN AND FOR PINELLAS COUNTY

LOP&T STUDENTS,

Plaintiffs,

v.

Case No. 21-PLA-1763

THE SEMESTER, INC.,

Defendant.

SYLLABUS MANAGEMENT/SCHEDULING ORDER

COURSE NAME: Law Office Practice and Technology
COURSE INFORMATION: Spring 2025, 3 Credit Hours
COURSE LOCATION: Live Online
COURSE DATE/TIME: Tuesdays, 7PM – 9:40PM
PROFESSOR: Kaila Glaros, CP, ACP

THIS COURSE having been reviewed by the Professor, with regard to the Professor's obligations thereunder, and the Professor being fully advised in the premises, it is hereby,

ORDERED as follows:

I. MEET AND CONFER REGARDING AGREED DEADLINES FOR COURSE

Within 5 days of the first appearance/meeting of Students within the Course, Students are ordered to meet and confer, to discuss and outline the time deadlines for this scheduling order. The form of the order may not be generally changed without leave of the Professor. The form can be found at **Exhibit "A"** attached hereto. Once all Students are able to reach an agreement on deadlines, Students shall submit an Agreed Scheduling Order to the Professor for entry. The Professor will generally not approve modifications, even if agreed to among the Student parties, which would put the case beyond the School's time standards, absent good cause shown. Unless and until such time as all Students have complied with this provision, and an Agreed Scheduling Order has been entered, the deadlines set forth hereafter shall govern this Course.

Students herein are advised that the deadlines set forth herein will not be extended absent good cause shown and an order specifically extending the deadlines.

II. CATALOG DESCRIPTION

1. Prerequisites: Prior to enrolling in this Course, the Student is required to complete the following as prerequisites: ENC 1101 (with a minimum grade of a C) or ENC 1101H (with a minimum grade of a C) or IDS 1101H (with a minimum grade of a C).
2. Course Description: This Course analyzes the fundamental objectives of the management of a law office, the essential technology used in a law office, management concepts, and essential communication skills. Additional study will be focused upon the

organization of private, corporate and government legal departments. Major attention will be upon administrative systems and procedures; timekeeping and accounting practices; compensation and profit distribution. This Course is 47 contact hours.

III. ATTENDANCE POLICY

Attendance is expected and is essential for the successful completion of this Course. After three (3) absences, you may be given a Withdrawal (W) or Failure (F) grade at the Professor's discretion. Two late arrivals or early departures will count as an absence. It is *always* the Student's responsibility to determine what material was covered in your absence. Illness or emergencies must be reported directly to the Professor and written evidence may be required.

The last day to withdraw with a grade of "W" is **February 19, 2025**. A Student who withdraws or is withdrawn after this date will be assigned a grade of "WF."

Attention Veterans: The VA has special attendance regulations that may exceed the policy in this syllabus. Please see the Professor if you have questions.

IV. REQUIRED TEXT

The required textbook for this Course is: Donnes, Cynthia, *Practical Law Office Management*, 4th Ed. ISBN: 978-1-305-57792-3. Students are not required to purchase any additional features associated with the textbook. Either a digital or physical version of the textbook is approved.

V. MAJOR LEARNING OBJECTIVES

1. The student will summarize the fundamental principles of managing a law office by:
 - a. explaining the concept of professional resources.
 - b. comparing and contrasting business management of a law firm with the management of legal matters.
 - c. describing the advantages and disadvantages of sole practice, group practice and office sharing.
 - d. explaining the lawyer's criteria for setting legal fees, recognizing the types of attorney's fee agreements, discussing the ethical considerations in setting fees within the Code of Professional Responsibility, and by recognizing the forms of bills for legal services.
 - e. preparing a chart of accounts for a law office.
 - f. discussing the proper treatment for disbursement of advanced costs made by the law firm.
 - g. recognizing the fundamental considerations which should be included in an agreement for partnership and professional corporations.
2. The student will outline the procedures for developing and using law office systems by:
 - a. explaining procedures for maintaining client's files and the concept of a master numeric system.
 - b. explaining the differences between alphabetic and numeric filing.
 - c. discussing the advantages and disadvantages of centralized and decentralized files.
 - d. describing the differences between active, suspended, and closed files.

Objective 3

Resources to Enrich Learning Experience

Practical Assignments

- ❑ Relationship Building (Group Work)
- ❑ Self Reflection/Assessment
- ❑ Informational Interviews
- ❑ Career Development Plan
- ❑ Law Practice Management Software
- ❑ Guest Speakers
- ❑ Panel Discussions



PLST 500E— INTRODUCTION TO LAW
3 units
January 21, 2025
IN-CLASS ASSIGNMENT

Interview your partner using the following questions:


1. What is your name?
2. Why do you want to be a paralegal?
3. What is your professional background?
4. Do you have any legal experience? If so, what?
5. What would you like to accomplish in this class?
6. Where do you see yourself in 5 years? In 10 years?

You will present your interview/introduction in front of the class. Each student must upload their written responses to Canvas before 6 pm PT, Thursday, January 23, 2025.

Collaborative Study Guides

- ❑ Provide questions or topics in a Google doc or other shareable format
- ❑ Have students prepare and share responses
- ❑ Students benefit from each other's contributions
 - ❑ Social learning and peer teaching
 - ❑ Active learning
 - ❑ Increased engagement and ownership
 - ❑ Enhanced review and reinforcement
- ❑ Can be used for terminology or concepts

Law Practice Management Software

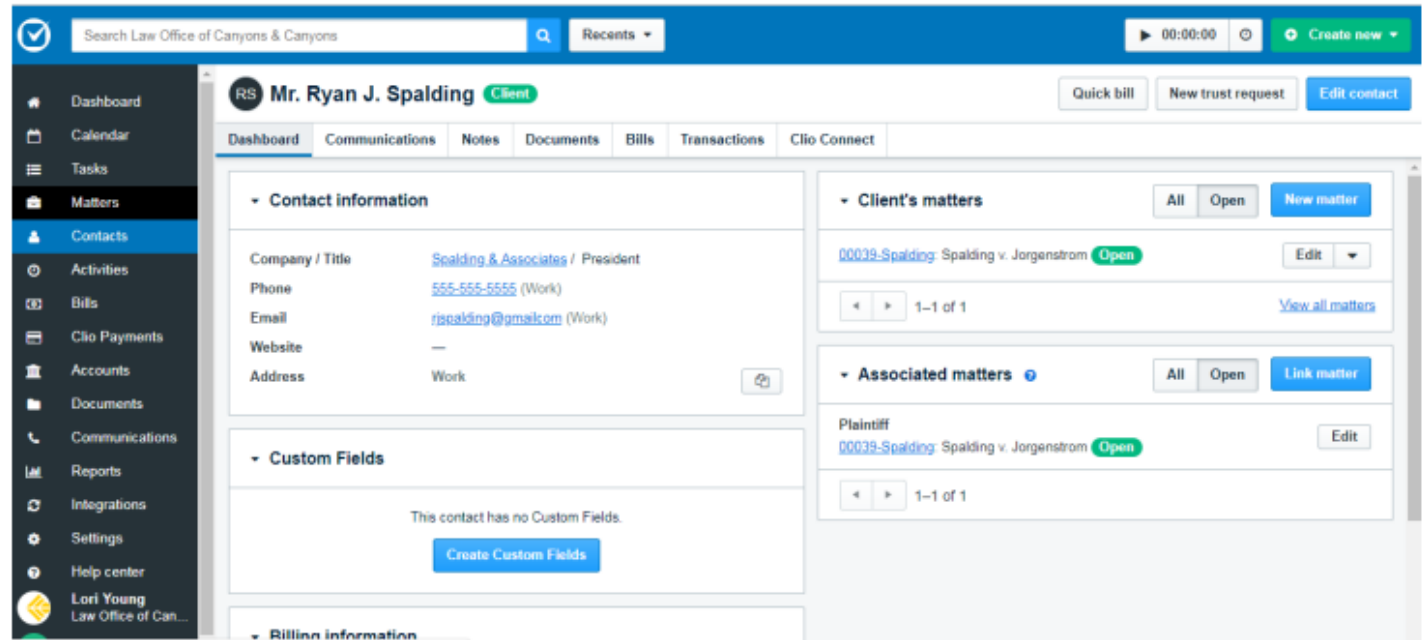
 **ACADEMIC ACCESS PROGRAM**

A CLIO CASE STUDY

Litigation Scenario

This assignment is designed to recreate the steps a lawyer performs when using Clio in practice.

Below is a sample screenshot of a Contact with a Matter. The client (plaintiff) is “linked” to the matter.



Search Law Office of Canyons & Canyons

Recents

00:00:00

Create new

Mr. Ryan J. Spalding **Client**

Quick bill New trust request Edit contact

Dashboard Communications Notes Documents Bills Transactions Clio Connect

▼ Contact information

Company / Title Spalding & Associates / President

Phone 555-555-5555 (Work)

Email rjspalding@gmail.com (Work)

Website —

Address Work

▼ Custom Fields

This contact has no Custom Fields.

Create Custom Fields

▼ Billing information

▼ Client's matters All Open New matter

00039-Spalding: Spalding v. Jorgenstrom Open Edit

1-1 of 1 View all matters

▼ Associated matters All Open Link matter

Plaintiff

00039-Spalding: Spalding v. Jorgenstrom Open Edit

1-1 of 1

Resources - Keeping Students Engaged

- ❑ Jeopardy
- ❑ Padlet
- ❑ Trivia Maker
- ❑ Wheel of Names

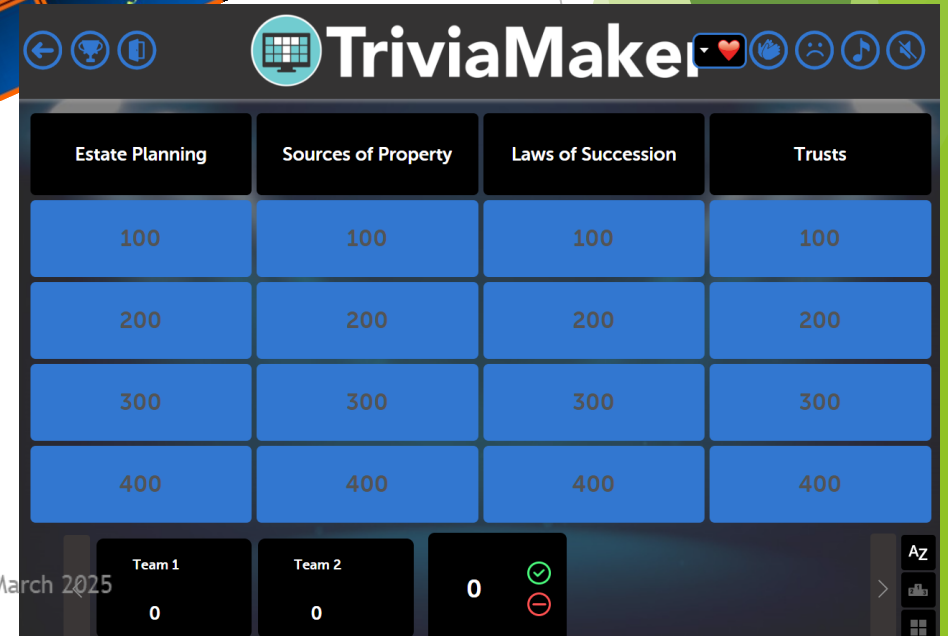
Classification of Contract & Give Example	Elements	Statute of Frauds MYLEGS	Latin Terms	Valid, Void, Voidable, Unenforceable
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5



Padlet
Lori Young • 12mo
Our Favorite Apps in the Legal Field
PARLOL YON - Legal Technology



AAfPE 2025 Spring Virtual Conference



Resources/Appendix

☐ Loom

- ☐ Collaborate, comment or coach
- ☐ <https://www.loom.com/use-case/education>

☐ Sign Up for Clio's Academic Access Program

- ☐ <https://www.clio.com/partnerships/academic-access/sign-up-for-clio-academic-access-program/>

☐ Items in handout

- ☐ Bringing a Civil Claim
- ☐ Drafting a Legal Memo
- ☐ Drafting a Legal Correspondence
- ☐ A Will Case Study
- ☐ Example of a Practical Assignment
- ☐ Syllabus for Intro to Law (University of San Diego)
- ☐ Example of In-class Assignment
- ☐ Clio Litigation Scenario
- ☐ Syllabus for Intro to Law (College of the Canyons)
- ☐ Syllabus for Law Office Practice and Technology (St. Petersburg College)

Thank you!