

LEGAL INTERNSHIP: POLS 3915:01
Saint Louis University – Spring 2018
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Introduction and Structure: This course consists of an approved internship in a law firm, a court, a corporation legal department, an organization or a public agency involved in the judicial process, or similar site. There are no scheduled class meetings. Students meet with the instructor once, after they have completed two weeks on site.

Learning Objectives: Students will:

- acquire and use interpersonal skills
- acquire and use knowledge-based capacities needed to work in a law environment
- become familiar with the substantive issues in their site / office's practice field
- address academic literature on a current issue in the site's field
- develop their own ethical view regarding ethical / legal issue
- learn time-management, prioritizing and other skills

Acceptance into Course: To be admitted to the course and allowed to register, students must submit a resume and a short statement of career interests (150 – 200 words) to the instructor. The College of Arts and Sciences requires completion of a Learning Contract and signing of a release before approving registration (they register the student).

Finding a Site: Interns are responsible for finding a site, and making arrangements with it. Students should make it clear that this is for college credit and should provide acquaintance with a variety of tasks and activities. Though several sites may be contacted, interns should endeavor to engage only one in serious arrangements.

Some helpful sources are "Community Partner Sites" under "Internships" on the SLU Political Science Department web site and
http://www.slu.edu/Documents/arts_sciences/political_science/Pre_Law_List_of_Internship_Sites_2014.pdf

Grades: Students will be evaluated based on the following categories:

- Weekly Journals and Hour Logs (25 %) (see calendar in separate file)
- Ethics Analysis (5%)
- Midterm Supervisor Evaluation 20 %;
- Final Supervisor Evaluation (20%);
- Final paper (25 %): a draft or outline (5 %) is due two weeks earlier.

Minimum Hours/Academic Credits: Students intern a minimum of 140 hours. This typically is 10 or 11 hours per week for 14 weeks for three credit hours for the semester. Other arrangements are possible if they receive prior permission. The participating site or office and the intern are to agree on a work schedule that maximizes the opportunity to benefit both the office and the intern.

Conduct: The student is expected to represent the University and the legal internship program in a diligent, professional and responsible manner. They should dress and act appropriately for their specific site. They need to keep the site supervisor notified of absences and schedule changes. The student must know and practice the highest ethical standards appropriate to the legal profession

Confidentiality: This is an especially important issue for the legal profession and practice. Consult with site supervisors or other professionals if any questions arise. None of the course assignments should require submission of confidential information.

Site Responsibilities: Prior to the semester beginning the student and the site supervisor should develop a list of expected intern responsibilities. This is to be included on the intern learning contract

By the end of the first week of the internship the internship site supervisor should send an email to the instructor confirming that you are doing the internship as a college course and acknowledging that they will provide send me an evaluation at midterm and the end of the internship.

Internships are for college credit – some mundane or repetitious work is inevitable, of course. Such tasks should be no more than 25% of the hours. Interns should also be given opportunity to learn about the larger organization as far as possible, for example, being allowed to sit in on meetings beyond those necessary for your tasks.

Supervisor Evaluations: At midterm and final completion of internship there is an evaluation of the intern by the site supervisor. A form is provided. Typically supervisors review their evaluations with the intern; they may also request the course instructor do so. Portions of the midterm evaluation can be repeated on the final.

Supervisor should also send an initial email acknowledgment to instructor (see above).

Weekly Journal: The intern must periodically describe their work experiences, and submit them periodically (at times specified on separate calendar). The first entries should describe the intern's personal expectations for the internship, the general site – such as number and general role of staff, and of clients seen in office, office atmosphere, and so forth, and the intern's reflections on the internship thus far. These should be at least 1 and ½ pages single spaced.

As the internship progresses entries should become more analytical. What are the issues they face, that you face? Which are faced by the individuals you encounter? What broader political issues does the organization face? Successes and frustrations are appropriate. You may simply describe at first, but become more analytical. Entries in the middle of the internship entries can be shorter; ¾ page single spaced is usually adequate.

The last journal submission should include all previous entries and end with a general evaluation and reflection on the internship—at least two pages single spaced.

During the beginning weeks of the internship these should be submitted weekly; bi-weekly after that. Each time all entries written thus far should be submitted as one file, latest entry last.

Hours Time Log: The student intern must keep a daily log to record the hours worked. A sample and a form are provided. At least 75 % of all work done for the internship should be substantive in nature (e.g., not simple filing or answering routine phone calls). It is sent to instructor weekly or biweekly along with each journal (see calendar).

What is a Good Journal Reflection?

_Don't be "Just":

- Don't just list what you are doing each time or week – it is not a time card!
- Don't just say something is interesting, explain why it is striking or noteworthy.

_A short description of the "What? So What? Now What?" approach to reflection will be sent you. Adapt it to your situation.

- Respect people's privacy -- use initials if you think it might be necessary,
- If any doubt, check with your supervisor about confidentiality and screening information (some may require this).

Site and Supervisor Evaluation: These (at midterm and final) are composed of an evaluation of the intern by the site supervisor, and an evaluation of the site by the intern.

Short Ethical Analysis: This presents a current ethical issue facing the legal profession, particularly one dealt with at the internship site. It should present a real or hypothetical case and explain how it might be best responded to ethically. (2 – 3 pages, single line spacing).

Final Paper: The final written assignment is a paper on a topic determined by the intern after discussion with the site supervisor and course professor. The paper must be submitted to the supervising attorney and the professor. The paper should be at least twelve pages in length, not including notes and bibliography. It typically should have 6 – 10 sources of which at least five should be legal research sources (law reviews, professional law journals and websites).

Final Project Option: With prior approval of both site supervisor and course supervisor, interns may substitute a project that involves equivalent research. For example, one intern revised and updated a manual covering new procedures for addressing a certain recurring set of cases. Another student researched and wrote a grant proposal on behalf of the not-for-profit legal agency for which she was working. If the student writes such an 'applied' paper, as opposed to a more standard research paper, an appendix should be added describing the research process for the paper and providing the references.

Calendar: see attached.

Site Suitability: Not all intern / site combinations are compatible. For example, the types of cases dealt with are not what one expected. If this is the case, notify the instructor ASAP; perhaps an alternative is possible. If you do stay, commit yourself to the site; don't let your disappointment lessen your effort. Nearly all law positions do require some boring or unpleasant or disagreeable tasks. And the internship will be over in a few months.

Academic Honesty Statement:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic failing grade for the course and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:

<http://www.slu.edu/x12657.xml>

Students with Special Needs - Disability Services

Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course—as outlined in the syllabus, due to presence of a disability, should contact the Office of Disabilities Services. Please telephone the office at 314-977-2930, or visit the Disability Services Office located in the Student Success Center, Busch Student Center (BSC) Suite 331. Confidentiality will be observed in all inquiries.

Arts & Sciences Grading Scale: This can be accessed at: <http://www.slu.edu/x6352.xml>

Grade Points: A 4.0, A- 3.7, B+ 3.3, B 3.0, B- 2.7, C+ 2.3, C 2.0, C- 1.7, D 1.0, F 0.0

Course grading scale:

Grade points: A: 93-100, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D: 60-70, F: below 60