LAW 850/LSM 830
SHAPING THE FUTURE OF LEGAL PRACTICE

Course Syllabus – Winter 2019

Online

This is your course syllabus. Please download the file and keep it for future reference.

TEACHING TEAM

COURSE INSTRUCTOR

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COURSE INFORMATION

COURSE DESCRIPTION[1]

This is a course on innovation and entrepreneurship with a focus on the legal profession. In this course we will look at forces impacting the legal profession. In particular, the course will focus on technology, globalization and demographic changes and the impact that all of the above are having and may have on the future of legal profession. In addition, we will also explore alternative business structures and how these structures may change the way legal practice evolves. We will also explore such topics as alternate billing and project management. Woven throughout the course will be an exploration of how the legal profession can take advantage of change to create better access to justice.

PRE-REQUISITE KNOWLEDGE

This course is designed for learners with no or limited business background. Learners will have a university-level degree and it is anticipated that many of them will have experience in the workforce.

COURSE LEARNING OUTCOMES (CLO)

By the end of this course, students should be able to:
> CLO 1: Describe the forces and challenges facing the legal profession.
> CLO 2: Explain how technology impacts the legal profession and how to take advantage of technological advances to make a legal practice more efficient as well as to better meet the needs of clients.
> CLO 3: Describe why globalization and outsourcing have occurred and what the impacts of them are on the legal profession.
> CLO 4: Describe alternate business structures and how they might be used to change the way law is practiced.
> CLO 5: Differentiate, using a systematic and thorough approach, between an idea and a true business opportunity or innovation worth implementing
> CLO 6: Analyze factors that inhibit and enable innovation and entrepreneurship
> CLO 7: Reflect on changes in the legal profession that create better access to justice.

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[1] Course Authors: Shai Dubey, 1st Edition (initial development) Winter 2019. Queen's University holds a license for the use of the Course Authors' Intellectual Property for LAW 850/LSM 830

MODULE LEARNING OUTCOMES

Week	Learning Outcomes
	Module 1 – Introduction to Entrepreneurship and Innovation
1	We will examine the innovation process and factors that lead to successful innovation and the barriers to innovation within an organization. We will also explore attitudes with the legal profession regarding change. By the end of this topic, learners will be able to: • Describe the attributes required to be a successful entre/intrapreneur [CLO 6] • Explain the factors that hinder innovation [CLO 6]
	Module 2 – Changing Expectations of Consumers/Clients, Changing Demographics, and Access to Justice
2/3	The profession of law is supposed to help citizens to get access to justice. In this module, we will explore how consumer behavior is changing and what law firms need to do to understand and deal with the changes. We will also explore changing the demographics of Canada from both a consumer and a professional standpoint. We will look at how immigrants view legal advice and how lawyers may need to change the way that they interact with different cultural groups. We will look at changes in the profession as more women, minorities, and other groups enter the legal profession and how law firms need to adjust to maintain talent. We will explore the values of the lawyers entering the profession and how the legal profession will need to adapt to the changing values. We will also discuss issues that the legal profession is facing with respect to access to justice. We will examine ways that access can be improved and the benefits that making justice more accessible can have for both consumers and providers of legal services. By the end of this topic, learners will be able to: • Describe the demographic trends in Canada [CLO 1] • Recognize the client's perception of legal services [CLO 1] • Explain alternate billing strategies [CLO 1] • Describe the challenges facing the general population's ability to effectively access justice [CLO 7]
	Module 3 – Globalization and Outsourcing
4	In this module, we will look at the globalization of business and how that has impacted the practice of law. We will explore the way that firms are currently dealing with globalization and the many regulatory hurdles faced by firms. We will also

Week	Learning Outcomes
	explore the concept of outsourcing and its impact on the legal practice. We will also look at regulations that impact outsourcing. By the end of this topic, learners will be able to: • Determine when it's appropriate to outsource legal functions [CLO 3] • Describe how to find legislation impacting outsourcing [CLO 3] • Explain how globalization of business affects the practice of law [CLO 3] • Explain how outsourcing of legal services affects the practice of law [CLO 3, 7]

Module 4 - Technology in Legal Services

Week	Learning Outcomes
5, 6, 7	Technology has had one of the biggest impacts on the practice of law. Traditionally, lawyers have been slow to adapt to new technology – one only has to look at fax machines and e-mails to see the resistance of the profession to new ideas. We will look at technology such as practice management, research, database, integrated billing tools to see how they are or could impact the practice of law. We will then look at new technologies such as AI, Blockchain, analytics, and big data to see how they might be incorporated into legal practice and what impacts they could have in the future. By the end of this topic, learners will be able to: • Explain the application of new technologies to legal practice [CLO 2, 7] • Examine how new technology can be used to streamline legal practice management [CLO 2, 7] • Discuss how data and analytics can be used to enhance legal practice [CLO 2, 7]

Module 5 – Alternate Business Structures (ABS) and Other Emerging Trends

Week	Learning Outcomes
8	This module will explore the current models for the delivery of legal services and potential new structures. Traditional law firm structures are being challenged in other common law jurisdictions. We will look at new structures that are being permitted and how these might impact the legal profession. We will also examine how innovative legal service providers are changing the way that legal services are provided. We will examine other trends in the legal profession that may impact the way lawyers practice. We will look at on-line course and court systems (British Columbia has recently launched an online Civil Resolution Tribunal). We will look at alternate litigation funding models. By the end of this topic, learners will be able to: • Describe current models for the delivery of legal services [CLO 1] • Contrast traditional law firm structures with alternative business structures [CLO 4] • Examine emerging trends in the legal profession that may impact the way lawyers practice [CLO 2, 3, 4, 7]

Week	Learning Outcomes
	• Compare how different structures address profitable legal practice operations [CLO 4]
	• Describe the restrictions for utilizing alternative business structures [CLO 4] Describe how project management and other process improvements can impact the provision and pricing of legal services. [CLO 8]

Module 6 – Entrepreneurship and Innovation

9, 10, 11, 12	This module will explore the current models for the delivery of legal services and potential new structures. Traditional law firm structures are being challenged in other common law jurisdictions. We will look at new structures that are being permitted and how these might impact the legal profession. We will also examine how innovative legal service providers are changing the way that legal services are provided. We will examine other trends in the legal profession that may impact the way lawyers practice. We will look at on-line course and court systems (British Columbia has recently launched an online Civil Resolution Tribunal). We will look at alternate litigation funding models. By the end of this topic, learners will be able to: • Describe current models for the delivery of legal services [CLO 1] • Contrast traditional law firm structures with alternative business structures [CLO 4] • Examine emerging trends in the legal profession that may impact the way lawyers practice [CLO 2, 3, 4, 7] • Compare how different structures address profitable legal practice operations [CLO 4] • Describe the restrictions for utilizing alternative business structures [CLO 4]

COURSE MATERIALS

Required Textbook

There is no required textbook for this course. There however are a **few** cases that you will need to purchase for this course. These will available through a course pack. See OnQ for further details.

Other Materials

All other course materials can be found on the course website.

SUGGESTED TIME COMMITMENT

This course represents a study period of one semester (12 weeks), and participants can expect to invest on average 9-12 hours per week in this course. Learners who adhere to a pre-determined study schedule are more likely to complete the course successfully.

COURSE EVALUATION

ASSESSMENT WEIGHTING

Assessment Tool	Due Date (before 23:59 ET)	Weight	Alignment with CLOs	Alignment with GDLEs[2]
Entrepreneurial Self-Assessment	Wednesday of Weeks 1	10%	6	
Class Wiki (Individual)	Sunday of Weeks 3, 4 and 7, 8	40%	1, 2, 3, 4, 7	1, 2, 3, 5
New Venture Ideas (Group)	Sunday of Week 8	5% (final mark subject to peer review evaluation)	5,6	4, 5
Evaluation of a Business Opportunity (Individual)	Sunday of Week 10	15%	5, 6	1, 3, 4, 5
New Venture Pitch (Group)	Sunday of Week 11	30% (final mark subject to peer review evaluation)	5,6	3, 4, 5
		100%		

ASSESSMENT DESCRIPTIONS

Entrepreneurial Self-Assessment

The course starts with an entrepreneurial self-assessment and reflection video. This activity is designed to get you think about the traits that successful entrepreneurs commonly possess and where you currently sit within an entrepreneurial context. The video reflection will be submitted directly to your instructor so that they can get a better feel for you and who you may be better placed in a team with.

Class Wiki

This is the first iteration of the *Shaping the Future of Legal Practice* wiki site, a collaborative knowledge base that will be entirely authored by LAW 850/LSM 830 students. You will be

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[2] As per "Ontario Universities Council on Quality Assurance: Quality Assurance Framework" October 2016. http://oucqa.ca/wp-content/uploads/2017/10/Quality-Assurance-Framework-and-Guide-Updated-Guide-Oct-2017-Compressed-Version.pdf

responsible for building out this knowledge base by taking the subjects of the course and extending them by researching topics that interest and stimulate you. This resource will sit outside of OnQ and therefore will continue to evolve as students post more content relating to LAW 850/LSM 830. The wiki takes the form of an online set of entries that you can follow, and reply to, creating a student-centred resource. This resource may help to shape how the law school and the legal profession view innovation and view you, the next generation of legal professionals.

New Venture Ideas

In teams you will be required to get your creative, brainstorming juices going by conceiving and identifying 3 new venture ideas that solve a problem, pain point, or address a need or opportunity you see within the legal profession. You can use the course materials, course wiki, additional readings and any other sources you deem appropriate to research, generate, and develop your ideas. Your instructor will then pick one of these ideas for you to develop further. You will then pitch this idea to your class. Please see New Venture Pitch description below.

Evaluation of a Business Opportunity

To get a better understanding of innovation in the legal profession you will have the opportunity to listen to an entrepreneur pitch their idea or concept. The presentation by the entrepreneur will be conducted via a Web Conferencing system. You will be required to evaluate this pitch and provide advice, all of which will be submitted for grading. This exercise is designed to help you to be better prepared for your own team pitch.

New Venture Pitch

The final activity will be to prepare and deliver your final pitch, engage in a Q&A session and engage in a voting activity where vote for your favourite pitches assigning a dollar figure to your favourite presentations. A prize (bonus marks) will be awarded to the best pitch as determined by the class.

Peer Review

Finally, you will engage in a peer review survey to assess the performance of each member of your team. The purpose of the peer review is to understand the importance of team dynamics and team involvements. If all members of the team are engaged in the team activity everyone will receive the same mark for each of the team assignments. Marks will be allocated differently to individual team members depending upon how the team perceives their contributions and engagement.

LATE POLICY

In the event of extenuating circumstances, you may request an extension to an assignment due date without penalty. Requests must be made to your instructor prior to the original due date of the assignment, and some substantiating documentation is often required. Note that unacceptable reasons include malfunctioning computer, travel plans to go home for holidays, generally behind on schoolwork, etc. In the absence of substantiating documentation, the normal late penalty will apply as described in the assignment details or departmental policies.

GRADING

All assessments in this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting any numerical grades to letter grades according to Queen's Law Grade Conversion Scale and may be adjusted according to the Queen's Law Grading Policy.

Feedback on Assessments

The instructor and/or teaching assistants will provide feedback on assessments within seven to ten days of the due date.

Accessing Your Final Grade

Your final grades will show on SOLUS. Official transcripts showing final grades will be available on the Official Grade Release Date. Please note that in official transcripts, a mark of IN (incomplete) is considered a grade, and your transcript is released with this grade.

Queen's Law Grade Conversion Scale

Grade	Numerical Course Average (Range)	Grade	Numerical Course Average (Range)
A+	90-100	C+	67-69.9
A	85-89.9	C	60-66.9
A-	80-84.9	D	50-59.9
B+	77-79.9	F	Below 50
B	73-76.9	P	Pass; no grade assigned
B-	70-72.9		

COURSE COMMUNICATION

QUESTIONS ABOUT COURSE MATERIAL

Questions or comments regarding the course material should be posted in the Q&A forum on the class website. The instructor and students are encouraged to answer these questions directly in the discussion forum for the benefit of everyone in the course.

COURSE ANNOUNCEMENTS

The instructor will routinely post course announcements in the Announcements section on the main course homepage. Please sign up to be automatically notified by e-mail or text message when new information is posted. Instructions on how to modify your notifications are found in the Begin Here modules of the class website.

OFFICE HOURS

In addition to interaction in the Q&A discussion forum, the instructor will be available for office hours online. Schedule to be determined at the beginning of the semester. See the course website for further information.

CONFIDENTIAL MATTERS

If you have a confidential matter you would like to discuss with your instructor, their contact details are on the first page of this document. Expect e-mail replies within 48 hours and in some cases within 24 hours.

QUEEN'S E-MAIL

The university communicates with students via Queen's e-mail. Please check your Queen's e-mail regularly to ensure you do not miss important information related to your course.

NETIQUETTE

During this course, you may communicate with your peers and teaching team through electronic communication. Remember to use the utmost respect in your dealings with your colleagues or when participating in activities, discussion, and online communication.
Following is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.
1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COURSE FEEDBACK

At various points during the course, you may be asked to take part in a variety of feedback activities, such as questionnaires, exit tickets, and surveys. This feedback enables the teaching team to make any adjustments necessary to improve the learning environment. Surveys administered throughout the course are anonymous and directly related to activities, assessments, and other course material.
Your input is essential for maintaining and improving the quality of this course material for future offerings (e.g., course content, writing errors, assignments, readings, course design). Please e-mail additional comments to your instructor at any time.

COURSE POLICIES

COPYRIGHT

The material on the course website is copyrighted and is for the sole use of students registered in **Error! Reference source not found.**850/LSM 830. The material on the course onQ site may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in LAW 850/LSM 830. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

ACADEMIC INTEGRITY

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available on the Queen's Law website.
Departures from academic integrity are antithetical to the development of an academic community at Queen's and include plagiarism, use of unauthorized materials, facilitation, forgery, and falsification. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

ACCESSIBILITY AND ACCOMMODATIONS

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website.
The class website in onQ is powered by the Brightspace by D2L learning environment that complies with common accessibility standards and every effort has been made to provide course materials that are accessible. If you find any element of this course difficult to access, please discuss with your instructor how you can obtain an accommodation.
Students with course accommodations should contact the Faculty of Law Student Services immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC AND STUDENT SUPPORT

Queen's has a robust set of supports available to you including the Library, Student Academic Success Services, and Career Services. You are also encouraged to visit the Faculty of Law website for information about various other policies such as academic advisors, registration, student exchanges, awards and scholarships, etc.

TECHNICAL SKILLS AND SUPPORT

No specialized computer-related technical skills are required for this course. If you require technical assistance, please contact Queen's Information Technology Services.

COMPUTER REQUIREMENTS

Tool	Requirements
Microsoft Windows Client	Vista/Windows 7/Windows 8 Intel Core 2 Duo processor 2 GB RAM Soundcard with speakers and microphone or preferably a headset Webcam (required for online proctored exams)
Mac Client	OS X 10.8 or higher Intel i5 processor 2 GB RAM Internal, USB or external iSight microphone or preferably a headset Webcam (required for online proctored exams)
Supported Browsers	Firefox (latest version) Safari (latest version on 64-bit Intel processors only)
Java	Latest version
Internet Connection	Wired high speed access: Cable or better (wifi is not recommended)
Media Player	Flash (latest version)
Adobe Reader	Latest version

STUDENTS TRAVELLING OVERSEAS

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as OnQ. If your course requires the completion of online quizzes or exams, inability to access course materials may pose an impediment to your success in completing the course. We do not make accommodations based on the lack of reliable Internet access. You are responsible for making sure you have adequate high-speed Internet coverage for the entirety of the term.