Tues., August 23  Swearing-In Ceremony, 8:30am Moot Court Room
Please wear professional attire.

Orientation, 9:30 am-12 pm

Read:     Clinic Manual parts I and II (on TWEN)


Eduardo Briceño, *Why Understanding These Four Types of Mistakes Can Help Us Learn* (on TWEN)

Review the Maryland Rules of Professional Governing Admission to the Bar and Maryland Attorneys’ Rules of Professional Conduct

8 CFR §1292.1(a)(2)

*Optional Background on Immigration Law:*
Elizabeth Keyes, *Examining Maryland’s Views on Immigrants and Immigration* (U. BALTIMORE L. FORUM, 2013) (on TWEN) (*skim*)

Thurs., August 25  Collaboration and Cultural Competence

Rounds:  Faculty-led (on the structure of the immigration and international system)


Phil Schrag and Jeff Kenney, *Asylum Denied* (excerpt on TWEN)

**Prepare:**

Before class please e-mail your answers to the following questions to Emily.

1. What information in the Clinic Manual do you think will be most helpful to you as you get started working on your cases?
2. What information in the Clinic Manual surprised you the most?
3. How do you plan to use the Clinic Manual effectively as you work your case(s)?

Come to class prepared to describe your case to your classmates. What do you know about your client? What kind of immigration case is your client pursuing?

**Plan Ahead:**

(1) Next week, you will be drafting and quickly finalizing the interview plan for your first client meeting—do not leave it until the last minute!

And (2) you should already get started trying to schedule your first client meeting, since it will need to take place between September 1 and September 12.

**Weds., August 31:**

**Assignment 1: Interview Plan**

Turn in Interview Plan by **5pm August 31** to both Emily and Liz, noting the date when your interview will occur. *Please look at the “Client Interviewing” assignment on TWEN to come up with your plan, which should address the issues raised in the “preparation” part of the assignment.*

**Thurs., September 1**

**Interviewing I & Working With Interpreters**

Rounds: Faculty-led (on persuasion)
Read: Robbenholt & Sternlight, PSYCHOLOGY FOR LAWYERS, pp. 157-69, 187-203 (on TWEN)

Asylum Officer Training Manual (excerpt on TWEN)


**Between September 1 and September 13:**

**ASSIGNMENT 2: INTERVIEW ASSIGNMENT**

Between class on September 1 and Monday September 12, you need to have and record your first client meeting/interview.

After the meeting, three things need to be done:

(1) **Within 24 hours of the interview**, turn in a 2-3 page interview REQUIRED reflection memo to both Emily and Liz, describing (1) what went well, (2) what you would do differently in the future, if anything, and (3) how your planning affected the quality of the interview.
   - This reflection is only for the first client meeting, not subsequent ones.

(2) **Also within 24 hours**, please type up your meeting notes and place a copy in the client file and on the R drive.
   - You need to put meeting notes in the client file after every client meeting (unlike the one-time-only reflection memo).

(3) **Before class on September 15**, pick one highlight and one lowlight from the interview. Come to class prepared to describe those two particular moments of the interview for your classmates, and why you consider them highlights or lowlights.

**Thurs., September 8**  
**Case Theory and Narrative**

**Rounds:**

Student-led
Read:


Rachel Aviv, *The Refugee Dilemma*, NEW YORKER (on TWEN)

Prepare:
(1) Look at the photo posted on TWEN, and write the story you see in the photo. A paragraph will do beautifully. Please bring your paragraph to class.

**Tues., September 13:** **ASSIGNMENT 3: CASE THEORY**

By 10 p.m. on September 13, email your case theory to both Liz and Emily. We will be covering this and starting you off in the September 8 class, so this assignment will be clearer then.

**Thurs., September 15**

**Case Planning & Fact Investigation**

Rounds:
Faculty-led (on the history of the Northern Triangle)

Read:
BBC News Timeline: El Salvador (on TWEN)

BBC News Timeline: Honduras (on TWEN)

BBC News Timeline: Guatemala (on TWEN)


Plan ahead:
The case plan, which is a lengthy document, will be due on Wednesday.

**Weds., September 21**

**ASSIGNMENT 4: CASE PLAN**

By the end of the day on September 21, turn in your case plan to your supervisor. See TWEN for full assignment details.
Thurs., September 22  Advocating with Opposing Counsel and Administrative Problem Solving

Rounds: Student-led

Read: Chapter 1 James R. Holbrook and Benjamin J. Cook, *Advanced Negotiation and Mediation: Concepts, Skills, and Exercises* (excerpt on TWEN)

Prepare: Reflection #2 (see TWEN for instructions).

Tues., September 27  ASSIGNMENT 5: WRITING REFLECTION (Reflection #3)

Your writing reflection is due to Liz and Emily by 5:00pm on September 27. See TWEN for instructions.

Thurs., September 29  Legal Research and Writing

Rounds: Faculty-led (on Trauma Stewardship)

Read: *Revising for Effectiveness and Editing for Readability* (on TWEN)

Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life* (excerpt on TWEN)

Thurs., October 6  Counseling

Rounds: Student-led

Read: ROBBENHOLT & STERNLIGHT, *Psychology for Lawyers Counseling Clients* (excerpt) (on TWEN)

Prepare: Reflection #4 (see TWEN for instructions).

Thurs., October 13  Ethics

Rounds: Student-led

Reid Trautz, *When Good Lawyers Go Bad* (AILA) (on TWEN)

Keyes, *Zealous Advocacy* (excerpt on TWEN)

Prepare: Your mid-semester self-evaluation and quizzes are due by class time on Thursday, October 13. See TWEN for instructions.

**Weds., October 19**  
**ASSIGNMENT 6: MASTER CALENDAR HEARING OBSERVATION (Reflection #5)**

Before class on Thursday, October 20, attend a Master Calendar Hearing at the Baltimore Immigration Court. See TWEN for more information.

**Thurs., October 20**  
**Trial Skills I: Master Calendar Hearings and Evidence**

Rounds: Faculty-led (on document submissions)

Read: Chapter 7 of Immigration Trial Handbook (excerpted on TWEN)

Chapter 4 of Immigration Court Practice Manual (excerpted on TWEN)

Appendix M of Immigration Court Practice Manual (on TWEN)

Prepare: Reflection #5.

**Thurs., October 27**  
**Trial Skills II: Direct Examination**

Read: *Practice Pointers on Direct and Cross-Examination of the Asylum Applicant*, from Regina Germain, AILA ASYLUM PRIMER, 6th. Ed. (excerpt on TWEN)


Prepare: Reflection #6.
Plan ahead: You will be assigned to give a closing statement for the upcoming class on November 10. You will need to do the readings before preparing the statement, so plan ahead!

**Thurs., November 3**  **No class this week**

**Thurs., November 10**  **Trial Skills III: Closing Statements**  
“Closing Arguments,” from *FUNDAMENTAL TRIAL ADVOCACY* (excerpt on TWEN).

Prepare:  **Reflection #7.**

**Thurs., November 17**  **Careers and Practice Management**  


Re-read your law school admissions essay

Prepare:  **Reflection #8.**

**THANKSGIVING BREAK November 24-25 No class**

**Tues., November 29**  **Evaluations and Reflections**  
Prepare: By the last day of class the following must be turned in to your supervisor—you may be asked to revise them, but these should be highly polished drafts:

- Transfer or closing letter to client
- Transfer or closing memo to the file
• Any outstanding written work-product for your case (this will be vary from case to case, so if you have questions, ask your supervisor)

Sun., December 4        FINAL REFLECTION MEMO DUE

See TWEN for instructions.

**Student Learning Outcomes:**
Successful students who have completed the Immigrant Rights Clinic will be able to:

• Can counsel a client with respect to immigration options, and with reference to the rules of professional conduct
• Develop comprehensive interview plans for their clients
• Conduct an interview with a client that results in the collection of sufficient information to further the case objectives
• Assess the best strategies for obtaining client goals
• Articulate the legal theories in support of the client’s possibilities for relief
• Explain the basis of relief sought in a manner the client can understand
• Imagine how the immigration system could function better for their clients
• Prioritize their time to meet multiple clinic deadlines
• Improve their case theories through ongoing fact investigation and client interviewing
• Build a case plan that will integrate the facts and theory of their cases

**Grades:**
Case Development and Case Planning: 20%; Client Interviewing and Counseling: 15%; Oral and Written Advocacy in Cases: 20%; Professionalism: 15%; Seminar Participation: 15%; Reflection and Self-Evaluation: 15%. For more information on what factors are considered in evaluating student work in each of these areas, see the Clinic Manual Part 1.

**Course Expectations:**
Students are required to complete an average of 20 hours of clinic work per week. This includes seminar, supervision meetings, time spent reading for seminar, and client work. Students should select two weekly two-hour blocks during normal business hours during which time the student will be in the Clinic space. Students are expected to arrive on-time for all seminar, supervision, and client meetings as well as any court dates. Students should have completed the assigned reading and be prepared to participate in seminar discussions, simulations, and exercises. Deadlines for various clinic assignments are included above. General clinic assignments as well as supervision assignments should be submitted in the manner requested no later than the deadline. For more information, please see the Clinic Manual.
Course Website:
This course has a TWEN page that links to this syllabus, announcements, the class assignments, and other class materials. You are responsible for self-enrolling in the TWEN page and for checking it regularly for course information.

Academic Integrity:
Students are obligated to refrain from acts that they know or, under the circumstances, have reason to know will impair the academic integrity of the University and/or School of Law. Violations of academic integrity include, but are not limited to: cheating, plagiarism, misuse of materials, inappropriate communication about exams, use of unauthorized materials and technology, misrepresentation of any academic matter, including attendance, and impeding the Honor Code process. The School of Law Honor Code and information about the process is available at http://law.ubalt.edu/academics/policiesandprocedures/honor_code/.

Title IX Sexual Misconduct and Nondiscrimination Policy:
The University of Baltimore’s Sexual Misconduct and Nondiscrimination policy is compliant with Federal laws prohibiting discrimination. Title IX requires that faculty, student employees and staff members report to the university any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents. Policies and procedures related to Title IX and UB’s nondiscrimination policies can be found at: http://www.ubalt.edu/titleix.

Disability Policy:
If you are a student with a documented disability who requires an academic accommodation, please contact Leslie Metzger, Director of Student Services, at 410-837-5623 or lmetzger@ubalt.edu.