

Experiential Learning: Justice System Officials as Co-Educators

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ABSTRACT

Students have an abiding interest in the operation of our state and federal criminal justice systems. They want to know what actions are criminal; how crimes are investigated; how criminals are prosecuted, convicted and sentenced; and how (and how well) prisons operate. Unfortunately, the people with the best training and experience on these topics are not usually found on campus. But with a bit of advance planning and support, they can become enthusiastic educational partners.

This paper explains how we created this partnership, how we structured the course to take advantage of our partners' expertise, how we supported the students' experiential learning, and the metrics we deployed to assess that learning.

Our community has state and a federal courthouses within five miles of our campus. Our class includes field trips every other week to attend court, see legal proceedings, and visit with judges, prosecutors, public defenders, bailiffs, probation officers, courthouse managers, and legal aid attorneys. During the weeks we meet on campus, we discuss where we have been and what we have seen; we preview where we are going and who we will meet; and we explore in depth one interesting (and usually problematic) facet of the criminal justice system. For example, we learn about the role that mental health issues play in the justice system. These supplemental topics provide additional fodder for student questions during our field trips.

Because our students have all completed core work in Political Science or Law, and we use an upper-division textbook for a nuanced understanding of the criminal justice system. The book divides into subject areas such as criminal procedure, the role of the prosecutor, the duties of the public defender, plea bargaining, sentencings, and incarceration. We synchronize book chapters and experiential content as much as possible: our field trip to the United States Attorney's Office will occur the week we learn about prosecutors; our trip to see a judge impose a sentence will occur when we've just read about sentencings.

To capture the learning from our field trips, our students prepare written responses to questions

after each trip. The questions are keyed to the trip. After visiting with our local Assistant United States Attorney, for example, we might ask the students to explain what the attorney sees as the most important goals of her work; how she feels about his job; what are the challenges she faces; and how she manages the significant stress that comes with the work. The responses are given before the next class, so the students must write them when memories are fresh. We encourage students to share their responses at the beginning of the following class session, and have found that they enjoy doing so.

Assessments in this class is based upon several metrics. They include:

- 1) Attendance and engagement with our education partners;
- 2) Timely and thoughtful responses to the questions posed after the field trips;
- 3) Success in on-line quizzes based upon the textbook; and
- 4) A final reflections paper.

Bringing students to visit and observe professionals working in the criminal justice system increases their engagement and gives them the opportunity to see how dry information translates into vivid proceedings. Our educational partners answer wide-ranging questions, from problems with the justice system to the implications of career choices. The final student essays are usually highly informed, and often eloquent and passionate. They indicate that the course's experiential learning is thought-provoking and memorable.

Experiential Learning: Justice System Officials as Co-Educators

I. Introduction

Many students are interested in the operation of our state and federal criminal justice systems. They want to know what actions are criminal; how crimes are investigated; how criminals are prosecuted, convicted and sentenced; what the legal professionals involved in the justice system do each day, and what they like and don't like about their jobs. Students also want to know how (and how well) the justice system operates. Unfortunately, the people who can speak most directly to these topics are often not found on college campuses. However, with some planning, they can become important partners in a memorable undergraduate educational experience.

Many students seek internships where they can observe legal professionals who are employed in the criminal justice system. Some lucky students find placements with prosecutors, public defenders, or judges. Others assist at a clerk's office, help desk, or spend time at a legal aid agency. These placements offer wonderful learning opportunities for a handful of students who will be able to see and understand what occurs in those settings. Of course, the operation of the criminal justice system requires many different legal professionals, with different obligations, working in different ways and places. Ideally, students should have the opportunity to see a variety of jobs in an assortment of settings.

We have developed a class that brings a prepared group of students to visit an assortment of key legal professionals, letting the students see them in action and learn directly from them. By building partnerships with legal professionals in our community, each semester our students can visit seven different people associated with the justice system. The students watch them at work, and talk with them about the challenges of their jobs. This increases our students' overall knowledge of the justice system, the people who serve it, and the enduring problems that are a part of it. And by implementing pedagogical techniques that supports strong engagement, we provide memorable lessons that likely will be remembered long after more traditional classroom discussions have faded.

II. Reaching for Deeper Learning

We firmly believe in the value of field experiences, which can challenge students to apply academic learning to real-life situations. Applying existing assumptions to an unfamiliar environment can support personal development. (DeClair 2004; Gilin and Young. 2009.) Researchers tell us that experiential learning is democratic and empowering, and can reach students who are challenged by traditional learning environments. (Dewey 1977; see also Kolb 1984.)

Experiential learning theory emphasizes direct student contact with key concepts and settings, to broaden and deepen understanding. (Cantor 1997; Dewey 1997; Kolb 1984.) Students in experiential learning environments can become self-supporting learners, which increases learning motivation. (Brown 2009.) All this research tells us that bringing students to field settings where they are immersed in learning-rich environments will help them learn better.

Over thirty years ago, David Kolb theorized that experiential learning consists of a four-stage cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. (Kolb, 1984). Other researchers have noted that discussion helps individuals and groups build meaning from their experiences. (See e.g. Baker et al., 2002; Katula and Threnhauser, 2003; Kolb et al. 2003; Patterson et al. 1998.) Integrating these findings concerning discussion with Kolb's cycle, we chose, for our class, a four-component framework featuring 1) Experience; 2) Observation; 3) Reflection; and then 4) Sharing, a particular form of discussion. This is the framework that has been adopted successfully by others at our institution. (See: Pahre and Steele, 2013.)

Students become more motivated learners when they understand that there's something important and relevant about the information (Roberson 2013). In addition, making the educational content relevant to students' lives increases engagement and learning (Hulleman & Harackiewicz, 2009; see also Baker et al., 2002.) We first thought to simply introduce our students to legal professionals and see them do their work in their professional settings. But this research implies that we need to do more: we need to preview why the work matters, what happens when it goes wrong, and how these professionals' approach to their work supports the correct operation of the criminal justice system. And after our trips, we should ensure that our students capture the lessons learned in the field through reflection and sharing.

III. Selection of Education Partners and Preparation for the Field Trips

In our community, state and federal courthouses are within five miles of the university's campus. A local legal aid agency is also nearby. By developing educational partnerships with professionals in these venues, we created a meaningful experiential course focused on the criminal justice system. Students can come to court to see legal proceedings, and visit with judges, prosecutors, public defenders, bailiffs, probation officers, court managers and legal aid attorneys.

Choosing legal professionals to become our educational partners required some research. We learned that a collection of local judges, prosecutors and public defenders have adjunct affiliations with our institution. We initially reached out to these individuals, because they have already indicated a willingness to serve as educators. We soon found, however, that our list of interested educational partners grew, because most of the people affiliated with the criminal justice system like to talk about their work, and most courthouses already have a way to deliver some educational content through observation and visitor tours. We just needed to bring the students on-site, and make sure that the timing did not interfere with regular operations. Early afternoons on Fridays were good times for our visits, as we can view court, and then talk with judges and other professionals who are moving towards a weekend, rather than a full week of work. Critically, our education partners seem to enjoy the partnership; they reach out each semester, asking when we will be back, and commenting on the group that previously visited.

Preparation is vital for each upcoming visit. When we meet in class, we talk about who we will meet the following week, read about their job, and explore their resume. We discuss why the job matters, and how it fits into the overall operation of the criminal justice system. To bring home the importance of the job, we often show clips and movies that tell the stories of what happens when things go wrong. The students told us they liked the information provided visually, in story fashion; they liked exploring facets of the criminal justice system this way in some depth. This advance training sets them up to meet our education partners with a new understanding of the importance of their work, and an appreciation for the fact that "our" professionals are doing a good job.

During our classroom sessions, for example, we look at how untreated mental health issues relate to incarceration; how abuse and neglect can create enduring legal problems; and

the role of judges, prosecutors and public defenders. We watch documentaries such as “The New Asylums”¹ (about mental illness and the criminal justice system); “The Plea”² (about plea bargaining); “The Confessions” (about the Norfolk Four, men who were imprisoned for a crime they did not commit)³; and “Crime After Crime”⁴ (about a battered woman who was imprisoned for her involvement in the murder of the man who abused her). (The students came to call this “Wretched Movie Time” because the clips were often very sobering.) We also explore controversies that have plagued the justice system through the years (such as the for-profit parole businesses, and the management of juvenile offenders). The films also help our students develop a connection to the people we meet, and why their jobs are important. Finally, exploring these topics provides additional fodder for student questions to our educational partners during our field trips.

Most of our students have completed core work in Economics, English, History, or Political Science, and so we use an upper-division textbook that provides a nuanced understanding of the criminal justice system.⁵ The book (like most on this subject) divides into subject areas such as criminal procedure, the role of the prosecutor, the duties of the public defender, plea bargaining, trials, sentencings, incarceration, and habeas appeals. Of course, we try and synchronize book chapters and experiential content as much as possible. So, ideally, our field trip to the United States Attorney’s Office will occur near the week we learn about prosecutors; our trip to see a judge impose a sentence will occur when we have just read about sentencings. This cannot always be arranged, but the early trips are always visits to court clerks and/or tours of courthouses, so the students have the chance to orient to the new environment before the more complex and challenging sessions.

¹ The New Asylums is a Frontline documentary on PBS that originally aired on May 10, 2005. It is available online and in DVD format.

² The Plea is another Frontline documentary on PBS that originally aired on June 17, 2005. It is also available online and in DVD format.

³ The Norfolk Four are four men who were sequentially induced, by extremely coercive interrogation practices, to confess to a crime they did not commit. They have all now been pardoned and exonerated.

⁴ The movie reviews the case of Deborah Peagler, and her pro bono attorneys’ efforts to win her release. The film has won a collection of awards. It was produced by Virgil Films, directed by Yoav Potash, and part of the OWN Documentary Club.

⁵ We use the 13th edition of “America’s Courts and the Criminal Justice System” by Neubauer and Fradella, published by Cengage Learning. This book provides an excellent overview of the American criminal justice system, with added content about perspectives on justice. We require our students to read it cover-to-cover.

IV. Capture of Experiences from Field Trips

We want our students to not only visit legal professionals while they do their work, but also think about what they have seen and learned during the field trip in the context of the class. So, we have developed a methodology that encourages our students to process the lessons from the visits and meetings. This methodology leads to a useful “capture” of learning that the students can review when they later write their final reflections papers.

To capture the learning from our field trips, our students must prepare written responses to questions that we pose after each trip. The questions are, of course, keyed to the trip, and invite the students to comment on the particular events that they observed. So, immediately after each visit, students receive three questions to answer via email within a few days. The simple act of responding to the three questions engages the students, and encourages them to assess the field experience thoughtfully.

After watching court and visiting with our local Assistant United States Attorney, for example, we might ask the students to explain 1) what the attorney sees as the goals of his work; 2) how he feels about his job, and the challenges he faces; 3) and how he manages the stress that comes with his work. After talking with a public defender, we could ask the students to tell us 1) what most surprised them about the job; 2) what problems they felt the public defender found most difficult; and 3) what kept the public defender working through the challenges. After seeing a sentencing and visiting with a judge, we ask the students 1) what they thought about the judge’s description of his job; 2) how his work and perspective affects the justice system; and 3) what they thought about the sentencing process.

The responses show that the students observe and think carefully. They evaluate the performance of the judges they met, as well as assessing their character:

“The judge... from all indications seems to be a good judge. Seeing the effects of crimes like abuse or domestic violence on an almost daily basis can take a toll of a person, but he understands to do his job he cannot let the past interfere with the present. He knows to take it one case at a time and have a short memory.”

“[It was] reassuring that she [the judge] managed to consider the relevant facts and law as well as the defendant's statement made before sentencing to adjust her sentence

accordingly. If there is a central takeaway which I have gleaned from such visits within this course, it is that the most effective judge is able not only to abide by the law but also to consider and accommodate for the very real social factors which frequently operate in the background of criminal activity.”

“I personally found [the federal judge] to be an incredible role model and someone I will continue to look up to as I continue my journey in law. I thought she was an intelligent, well-rounded judge who was gifted at taking many variables into consideration when sentencing any person that comes into her courtroom.”

“I thought it was important to learn how he [a federal magistrate] viewed his position as protecting the rights of the defendant. I thought it was really important and reassuring to hear that, especially after watching documentaries in class about how the justice system can be flawed. I really enjoyed how he was open about admitting that the system isn't perfect, but that he tries to be as ethical and as moral as he can. I really appreciated his ability to reflect on his own biases and try to correct them.”

Talking with and observing legal professionals also leads to an assessment of the structure and operation of the justice system:

“There is a reason that there are so many layers of authority in our government. It allows the system to provide a fair and accurate interpretation of any given situation. This was just one example of how one small mistake at one level can have a major impact on someone’s life. By allowing a federal judge to take another look, it seemed to help rectify the mistake.”

Discussing the election of court clerks directly with court clerks yields unexpected conclusions:

“...I found surprising the concept of the election of judicial clerks. Before this trip, I had assumed that all clerks were appointed or, rather, chosen by judges. The idea that they might be elected is an interesting one, and I think I agree with [the clerk] on it. It would

be better if most clerks were elected because it not only gives them more autonomy, but it also (and this is important) changes *who they are serving*. If a clerk is constantly thinking about approval from his or her superior (judge), then they aren't thinking about what choice in a given situation would be best for the People, who they should be serving.”

Learning directly from a public defender about the challenges of the job can be a vivid experience:

“I think the most surprising to me was when he [a Jewish public defender] told us the story about him having to represent the guy with swastikas tattooed all over his body. I could not even imagine being tormented by someone who I was representing, and it was so surprising to listen to him tell us what he had to endure over the process of that case.”

After watching movies about legal professionals who are not careful with their work, meeting a prosecutor who takes the job seriously is reassuring:

“I was greatly heartened to hear [the prosecutor] speak about the ethics required of his job. I feel like there is a general perception among the public that prosecutors, especially those at the federal level, are all cold, uncaring people who only seek convictions. To hear [the prosecutor] speak about the ethics involved and the number of considerations that go into deciding how a case will proceed gives me hope.”

When we meet in class after a field trip, and before we prepare for the next visit, the students write thank-you notes to the people we just visited, and discuss the prior visit. The thank-you notes are written on stationery that we provide. The instructor adds her own note, bundles the notes into a large envelope, and mails it to the legal professional.⁶ We think students should be able to write such notes, and include training if they don't know how to do so.

⁶ We also email the legal professionals after the visits, thanking them for their time, and advising that the notes are coming. This helps explain the origin of mysterious large envelopes in times of heightened security concerns.

Once the thank-you notes are complete (this takes about ten minutes), the students share their thoughts about the field trip. They discuss their impressions about the person, the job, and what surprised them/was noteworthy/seemed especially important. The fact that they have already spent some time thinking about the field trip by answering three open-ended questions, and then writing the thank-you notes sets them up for a meaningful sharing experience. We encourage students to share their emailed responses, and have found that they enjoy doing so.

Finally, through this sharing process, the class builds cohesion: the students come to respect the work that they are all doing, viewing the class as a joint enterprise to enhance everyone's knowledge. They respect the fact that everyone is willing to share perspectives, and come to trust each other and their instructor. Thus, the sharing process helps to build a community of engaged learners in an environment where discussions about difficult topics can freely occur.

V. Student Selection for Experiential Justice System Course

We have learned that this class requires a certain type of student. Students must commit to attending the in-class sessions as well as the field trips, and must understand that they will be required to engage: they will need to pay attention, generate perspectives and ideas, and share them with their classmates. Students must also understand that will be attending courts of law, and may not use their cell phones, talk, or otherwise do things that they could probably do (at least a little) in regular classrooms. So, admission to this class is gained only through an application process designed to inform as well as to sort.

The application asks students to submit a brief essay introducing themselves, and explaining why they want to take the class. The application also notes that they will be required to attend field trips off campus, and that asks them if they can commit to attend, absent emergencies, and to be at the venues in a timely fashion. Finally, the application explains that the places we go will not permit cell phones or conversations, in part, because the events we will be seeing are very important to the people who are participating in them, and that we will need to show respect by honoring the rules of the court.

Accordingly, through the application process, we are reinforcing the obligations that success in the class will demand. And through the self-defined biographical information, and

the explanation of why each student wishes to take the class, we can gauge each student's motivation and suitability for the experience. It also brings home to the students the fact that this class is different, and that expectations for decorum and engagement are heightened.⁷ We have had good luck with this application process. The great majority of the students selected approach the field trips with the correct attitude and commitment.⁸

VI. Course Assessments

We want our course assessment to focus on the student's experiential learning from the field trips. We also do expect them to read the textbook, which gives a very good overview of the criminal justice system and the classic societal problems that it reflects. Accordingly, we decided to choose assessment criteria that are directly tied to the students' experiential learning, with an added component that captures textbook learning.

Our assessments for this class are based these metrics:

- 1) Attendance and engagement with our education partners. We tell our students that this criterion is based upon attendance, and thoughtful participation.
- 2) Timely and thoughtful responses to the questions posed after the field trips. This means that we must grade the emailed responses from our students to the written questions. For the convenience of the instructor, a minimum standard is used; a few thoughtful sentences for each question is enough.
- 3) On-line quizzes based upon textbook content. Our course has a page on Compass 2g, our on-line university-sponsored learning platform. The students may take their quizzes within a window of time on that platform. Grading is automatic and instantaneous.
- 4) A final reflections paper. The final paper requires the students to review their trips and the classroom content, and then explain 1) who and what they found most interesting and why; and 2) what they approve of about the criminal justice system,

⁷ We typically have at least fifty applications for about a dozen spots. The selection process is difficult.

⁸ In our experience, those few that are not able to take the experience seriously find it tedious and withdraw. This has occurred twice over five class sessions.

and why; and 3) what they would like to see changed, and how they would make those changes. This paper must be at least five pages long.

The final reflections paper is the major end-of-term project for students. By requiring them to answer questions after each trip, they end up creating a bank of thoughts that help them with this assignment. We encourage them to integrate their earlier comments and perspectives into the larger frame of the entire semester. This seems to work: the student essays are usually informed, often passionate, and occasionally eloquent.

VII. Learning Outcomes

There is no question that the majority of our students found this class to be meaningful. The course reviews (gathered as part of our university's regular evaluation system) are very high every time we teach it, and the comments are enthusiastic. In response to the question "What aspects of this course were most beneficial to you?", the most recent semester's replies were:

"Field Trips. Very interesting and not something I ever expected I'd be able to participate in."

"Being able to go to court and see the justice system. Brought the information that we were learning to life."

"The field trips were very exciting."

"The field trips and in-class documentaries."

"The documentaries and court visits!"

"Field trips provided first-hand experiences otherwise would not have gotten."

In response to more general questions about the value of the class:

"It was an eye-opening class."

"Wonderful!"

"Loved the course."

"I am so grateful for this semester. This is the best class I've ever taken."

"Favorite class in college..."

"... honored to be a part of this class..."

“Most enjoyable course I’ve ever taken...”

These comments show that our students value the experiential learning experience they shared with our education partners. They found worth in the educational partnerships and in the information that the field trips provided. And our students became deeply engaged, motivated learners, connecting the course content to themes and ideas and that are important to them.

VIII. Challenges and Limitations

Every class has limitations, either through its design or through its content. Ours was no exception. One limitation is that this class cannot be delivered on a large scale: our enrollment is limited to fourteen students. Conference rooms and jury rooms in courthouses cannot easily seat a larger group than this, and getting more students simultaneously through screening and security at our venues would be difficult. In addition, this is the limit that the students seem to be able to manage for meaningful group sharing.

Another obvious challenge is transportation. We give our students the option to carpool, or to meet us at the field trip venues. If they carpool, we must obtain liability waivers. Many students enjoyed the carpooling, even though the trip was very short (about ten minutes).

We also have to talk about attire when visiting courthouses. We tell our students to wear collared shirts or blouses, if they can, and otherwise dress mindfully to honor the institutions and people we visit. We make them leave their cell phones and other electronic devices in the cars (they cannot bring them into the courthouses anyway). This disoriented a few of them, but they learned that they could survive for several hours without their phones (which is another good lesson).

Finally, this class is, in a variety of ways, more time-intensive for the instructor than the standard lecture class. Locating the education partners, setting up the visits, and confirming availability immediately before the trip can be burdensome. Reading through student applications, and then selecting students to enroll is a process that does not occur in most other classes. In addition, the instructor must send out email questions to enrolled students after every visit, and note their responses. Transportation may need to be arranged, and there are always student questions to be addressed. All these things take time, particularly in the months before the class begins. Each year, however, the up-front tasks take a little less time, as the

education partners become more comfortable with their roles. Some of our education partners have given us a “liaison” person that helps us with planning. These people have all been very helpful (and are independently thanked after the semester’s close).

Of course, we feel that the class is worth the added time burden. We think that our students should have the opportunity to meet important members of the community, to talk with them about their work, and to learn how a key component of our society – the criminal justice system – operates. The quality of the student feedback we receive, and the knowledge that we are building important partnerships with members of our community encourages us to continue to offer it.

IX. Conclusion

The operation of state and federal criminal justice systems in the United States requires many different professionals, with different obligations and missions, operating in different locations. By creating partnerships with legal professionals in our community, and implementing effective pedagogical techniques, our students learn in some detail about seven different professional jobs associated with the justice system. We couple this education with information about why these jobs matter, and what happens when things go wrong, and we require students to share their thoughts and perspectives. This methodology yields a vivid educational experience that increases our students’ overall knowledge of the justice system and the people who serve it, as well as their understanding of the enduring problems that are a part of it.

Our students view this unique experiential class as a valuable component of their undergraduate learning. Further, our educational partners appreciate the outreach and enjoy our students, asking hopefully if we can return the following semester. These things more than compensate for the added time burden that the course imposes.

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Appendix A

Sample Syllabus for Class: Exploration of the Criminal Justice System

This course focuses on the operation of the criminal justice system in the United States.

The words “the justice system” broadly describe the laws that regulate society, and the law enforcement and court units that function throughout the nation at the federal, state, and municipal levels. Focusing mostly on criminal law, we will learn how the state and federal systems differ; the roles that law enforcement personnel, investigators, judges, attorneys, and other people play in the system; and how cases move through the courts. We will meet with key legal professionals, including judges, prosecutors, public defenders, and legal aid attorneys, and talk with them about what they do. We will review the basic rules of criminal procedural law and the key cases that have established that law. We will also learn about the role that poverty, mental health, and race play in the justice system. Finally, we will explore a variety of controversies that have plagued the justice system through the years, and consider society’s responses to those challenges.

Meeting Dates/Times/Locations: During our in-class sessions, we will meet Fridays from 1:00 – 4:00 in Room A. Otherwise, as noted in the syllabus, we will meet in the state or federal courthouses, or at the legal aid office. We will discuss public transportation and the option of private transportation during our first day of class.

Textbook: Our textbook is the 13th edition of “America’s Courts and the Criminal Justice System” by Neubauer and Fradella, published by Cengage Learning. It is available on Amazon and should also be in the bookstores.

Grading: Your grade in this course is based upon four things:

- 1) The completion of reflection responses following each field trip (these require you to answer three brief questions with three short paragraphs). The reflection responses are collectively worth 10% of your course grade.
- 2) Four quizzes, taken online on the course Compass page. Each quiz is worth 10% of your course grade.
- 3) The final reflection paper, due on the last day of class. This paper is worth 30% of your course grade.
- 4) Your participation in the course field trips. This component is worth 20% of your grade.

Please note: Your grade may be adjusted up or down for participation (or the absence thereof).

Office Hours: My office hours are Mondays from -----. My office is located ---.

Our schedule is tentatively as follows:

WEEK ONE: ~IN CLASS~

1:00: Meet in Class

Readings: Textbook, Chapters One (Law, Crime, Courts & Controversy)

WEEK TWO: ~FIELD TRIP: State Court Tour and Clerk Visit~

1:15: Be at Courthouse for 1:30 meeting with Circuit Clerk and tour of courthouse.

Courthouse Address: 101 East Main Street, in Urbana, Illinois.

Meeting place: Up the stairs just past security, to the left of the Circuit Clerk's Office.

Readings: Textbook, Chapters Two (Federal Courts) and Three (State Courts)

WEEK THREE: ~IN CLASS~

1:00: Meet in Class.

→ **First Quiz to be taken on Compass by Sunday, at 10:00 PM.**

(Quiz opens after class on Tuesday.)

Readings: Textbook, Chapters Four (Juvenile Courts) & Five (The Dynamics of Courthouse Justice)

WEEK FOUR: ~FIELD TRIP: State Court Arraignment and Judge Visit~

1:00: Be at Court for Arraignment Court, followed by a visit with the Judge.

Courthouse Address: 101 East Main Street, in Urbana, Illinois.

Meeting place: Up the stairs just past security, to the left of the Circuit Clerk's Office.

Readings: Textbook, Chapters Six (Prosecutors) and Seven (Defense Attorneys)

WEEK FIVE: ~IN CLASS~

1:00: Meet in Class.

Readings: Textbook, Chapter Eight (Judges)

WEEK SIX: ~FIELD TRIP: Federal Court Tour and Visit with US Attorney~

Be at federal court at 1:15 for 1:30 visit with United States Attorney.

US Attorney Address at Federal Courthouse: 201 South Vine, Urbana, 61802.

Meeting place: In lobby area (just past security).

Readings: Textbook, Chapter Nine (Defendants, Victims & Witnesses)

WEEK SEVEN: ~IN CLASS~

1:00: Meet in Class.

→**Second Quiz to be taken on Compass by Sunday.**

(Quiz opens after class on Tuesday).

Readings: Textbook, Chapter Ten (From Arrest and Bail through Arraignment)

WEEK EIGHT: ~FIELD TRIP: Evidentiary Hearing and Meeting with Judge~

1:15 Be at Court for 1:30 meeting with Champaign County Circuit Court Judge, followed by court.
Courthouse Address: 101 East Main Street, in Urbana, Illinois.

Meeting place: Up the stairs just past security, to the left of the Circuit Clerk's Office.

Readings: Textbook, Chapter Eleven (Disclosing and Suppressing Evidence)

WEEK NINE: ~IN CLASS~

1:00: Meet in Class.

Readings: Textbook, Chapter Twelve (Negotiated Justice and Pleas of Guilty)

WEEK TEN: ~FIELD TRIP: Federal Court Parole Officer and US Magistrate Visit~

1:30: Be in court for visit with Division Manager of U.S. District Court of the Central District of Illinois. (After this visit, we will meet a parole officer, and visit with the Magistrate Judge.)

Federal Courthouse Address: 201 South Vine, Urbana, 61802.

Meeting place: In lobby area (just past security).

→**Third Quiz to be taken on Compass by Sunday.**

(Quiz opens after class on Tuesday.)

Readings: Textbook, Chapter Thirteen (Trials and Juries)

WEEK ELEVEN: ~IN CLASS~

1:00: Meet in Class.

Readings: Textbook, Chapter Fourteen (Sentencing)

WEEK TWELVE: ~ FIELD TRIP: Federal Court Evidentiary Hearing and Sentencing ~

1:15: At court for 1:30 Sentencing Hearing & 2:00 Evidentiary Hearing.

Federal Courthouse Address: 201 South Vine, Urbana, 61802.

Meeting place: In lobby area (just past security).

Readings: Textbook, Chapter Fifteen (Appellate and *Habeas Corpus* Review)

WEEK THIRTEEN: ~IN CLASS~

1:00: Meet in Class.

→**Fourth Quiz to be taken on Compass by Sunday.**

(Quiz opens after class on Tuesday.)

No New Readings—Catch up & Work on Your Reflections Paper!

WEEK FOURTEEN: ~FIELD TRIP: Land of Lincoln Legal Assistance Attorneys~

1:00: Meet in parking lot for transit to Land of Lincoln Legal Assistance in Champaign.

Visit with Land of Lincoln Legal Assistance Attorneys.

Address: 302 North First Street, Champaign IL 61820

Meeting Place: In Land of Lincoln Lobby

No New Readings—Work on Your Reflections Paper!

WEEK FIFTEEN: ~IN CLASS~

1:00: Meet for Last Class.

No New Readings—Work on Your Reflections Paper!

→**Hard Copy of Reflection Paper is DUE IN CLASS**