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Class Description
This course provides students with an opportunity to explore some of the features of the American legal system that contribute to persistent unequal access to justice, and to consider what impact innovations in information technology may have on problems of unequal access to justice.

The course will integrate experiential learning with some elements of a graduate seminar and it can be used to meet the JD degree experiential learning credit requirement. Students will reflect on assigned readings in class discussions and by writing short reflection papers. Students will receive hands on training in how to use the Access to Justice (A2J) Author software platform to create simple, interactive online systems to automate a few basic legal documents. (No knowledge of software programming is required.)

Students will learn to use the A2J Author platform by learning how to create a “Guided Interview” form for a client intake interview. Students will apply what they learned by working with a simulated case file for a motion to waive interest on a “legal financial obligation” imposed by the criminal justice system. Students will have an opportunity to create a “Guided Interview” from scratch by working with a local legal services organization to automate the creation of a legal document. Finally, students will write a short essay reflecting how the ideas in the seminar readings and their experiences working with the law office automation tools may be related.
**Learning Objectives**

- Identify the features of the American legal system that contribute to persistent unequal access to justice, and to consider what impact innovations in information technology may have on problems of unequal access to justice. [UW Law: situate legal issues in their extra-legal context];

- Use the A2J Author platform to construct interactive online Guided Interview web forms to partially automate the drafting of legal documents; apply legal doctrines embedded in the Guided Interviews to facts typed into web forms by self-represented litigants or legal services attorneys [UW Law: understand substantive and procedural frameworks];

- Transfer insights about the impact of information technology on law practice from the access to justice context to the conventional law practice context [UW Law: provide client-oriented legal services]; and

- Elicit requirements from prospective clients and engage in collaborative problem solving activities with other students [UW Law: work collaboratively with others].

**Textbook**

There is no textbook for the course. Required readings will be distributed through the course Canvas website.

**Reading Reflection Assignments**

A variety of reading assignments will be divided into three groups and posted to the course website in Canvas. Students will be asked to choose one reading from each of the three groups and write a 300-400 word reflection on each reading they select. The reading reflection assignments will be uploaded to Canvas assignments.

**Group 1: CALI Access to Justice Platform as a Law Practice Technology**

- Brescia, Decatur & Kosineski, Civil Society and Civil Justice: Teaching with Technology to Help Close the Justice Gap for Non-Profit Organizations (2018)
- Blitt & Brassler Experiencing Experiential Education: A Faculty-Student Perspective on the UTenn College of Law’s Adventure In Access To Justice Author (2016)
- Staudt, All the Wild Possibilities: Technology that Attacks Barriers to Access to Justice (2009)

**Group 2: Information Law, Policy and Ethics**

- Bynum, Milestones in the History of Information and Computer Ethics (2008)

**Group 3: Access to Legal Services**

- Passmore, UK Solicitor’s Regulatory Authority Looks to the Future (2016)
• Bailey, Burkell & Reynolds, Access to Justice for All: Towards an 'Expansive Vision' of Justice and Technology (2013)

**CALI Access to Justice Guided Interview Assignments**
Students will be asked to create several A2J guided interviews. For the first two guided interviews, all students in the class will complete the same assignment and compare results. The third guided interview assignment will be developed in light of the experience of the first two assignments.

Notice of Appearance

Demand Letter

[TBD]

**Grading**
This experiential learning course and student performance will be assessed on a credit/no credit basis. Students that successfully complete the three reading reflections and actively participate in the CALI Access to Justice Guided Interview activities will receive credit.

**Class Participation/Expectations**
As an experiential learning course, regular class attendance and active participation in class are essential to student achievement.

**Course Evaluation**
Course evaluations are open online during the last week of classes. Class time will be made available on December 4, 2019 for filling out your evaluation. Please bring a laptop or mobile device to class on this date to participate in the evaluation.

**Law School Attendance Policy**
Under changes to ABA Accreditation Standard 304, adopted in August 2004, a law school shall require regular and punctual class attendance.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

**Access and Accommodation**
Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.
If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Provisional Class Schedule

CLASS 1 – Wednesday, 25 September 2019
Topic: Introduction and overview
- UW Student Legal Services practice model
- Law practice technology
- CALI A2J Author Guided Interview
Readings / Assignments:
- Register with A2J author https://www.a2jauthor.org/

CLASS 2 – Wednesday, 2 October 2019
Topic: Client Intake
Readings / Assignments:
- SLS Intake
- CALI Intake
- Discuss notice of appearance assignment

CLASS 3 – Wednesday, 9 October 2019
Topic: Notice of Appearance guided interview in A2J
Readings / Assignments:
- Compare Notice of Appearance results
- Discuss Reading Reflection 1

CLASS 4 – Wednesday, 16 October 2019
Topic: Notice of Appearance guided interview in A2J
Readings / Assignments:
- Discuss Demand Letter Assignment
- Group 1 Reading Reflection due on Canvas