

Carnegie Integration through Simulations

The Discovery Practice Example



UNIVERSITY *of*
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A Curriculum Design

1L: “Read and Learn”

2L: “Learn and Do”

3L: “Do and Practice”

Learn and Do

- Reading about the rules; how they work and how they are applied (lean back)
- Reading the rules and cases online (lean forward)
- Class is about that material, and discussion, with students teaching part of each class
- All in the context of the mock litigation

The Case

- Products liability drug case with unequal parties, 8 witnesses, and multiple documents
- Plaintiff: Olympic hopeful snowboarder
- Defendant: Massive Pharmaceutical Co.
- Each student is assigned to represent plaintiff or defendant and to an opposing counsel
- They also play a witness and are given part of the file

Class to class

- Class: Interrogatories
- Assignment: Draft a set of interrogatories and serve your opposing counsel
- Next class: Answering Interrogatories
- Assignment: Draft a response to the set you received
- Etc. through the course

Depositions

- Take, Defend, and Act as a Witness
- Student Court Reporters come with their machines and produce a transcript in a week
- Video excerpts on the ETL site

Settlement

- Final class: Settlement meetings
- Final assignment: jointly prepare and file the settlement agreement
- An “ill-structured” problem, with a range of acceptable results
- Video excerpts on the ETL site

Other Components

- They maintain a case file
- They use CaseMap to keep track of facts, documents, theories, and issues
- They use File & Serve (online) - the same system used in Colorado and many other states.
- With each discovery document, they prepare a memo to me explaining Process, Strategy, and address professional identity formation

Other benefits

- Simulations allow for mistakes
- Allow you to slow down where needed
- It is not didactic, it's a community of learning
- It is not one class where ethical issues are addressed, it's every class, every exercise
- Confirms normative behaviors in the cohort

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