

Legal Innovations Lab

2-Credit Experimental Course: Legal Innovations Lab

Course Description: In this skills based course, law students will partner with LexisNexis employees to create new legal products and services. Students will propose and develop their own legal products and ideas while working alongside and receiving advice from LexisNexis experts. Students will learn first-hand the challenges that arise in developing and bringing new legal products to market.

Prerequisites: Students are encouraged to take LAW 6848 prior to or in conjunction with the Legal Innovations Lab.

Required Text/Reading: No required text (see syllabus below for assigned readings)

Grading: Option A

50% Final individual paper

30% Group presentation

10% Class participation

10% Blogging (about topics related to the course)

Course Structure:

The course is divided into 7 modules, which normally take 1-3 class sessions to complete. In modules 2-6 students will begin each module with a discussion of the assigned readings. Students will then examine how those readings apply to new legal products and services.

Throughout the semester students will work on developing their own product or idea. If a student is unable to come up with a new product or idea, one will be provided to him or her. At the conclusion of module 6, students will be broken into 3 groups of 3. The students within each group will then select which product or idea among the 3 to present to the class. In making the presentation to the class as a whole, each group must not only address the challenges and weaknesses of the legal product or idea, but also the barriers to entry into the market place.

Faculty: This course will be co-taught by a UDSL faculty member along with an attorney from LexisNexis. Also, each module will have a guest lecture from LexisNexis who specializes in the topic covered in the module.

Students: This course is open to both 2Ls and 3Ls. However, due to the nature of the course, students will be required to submit a one page letter of interest to the course instructor prior to enrollment. In that statement, students must discuss their reasons for taking the course. The course instructor will use the student's statement of interest as the basis for determining which students to enroll.

Course Rationale: The reasons for this course are as follows: i) expose students to the transformative role of technology in the practice of law; ii) improve the students knowledge of how companies bring legal products to consumers; iii) stimulate and encourage students to become legal entrepreneurs.

At present, UDSL does not have any course similar to the Legal Innovations Lab. Adding this course strengthens our curriculum in the areas of business and technology. In addition, this course serves as an outlet for those students interested in shaping how the law is developed and practiced in the future.

Sample Syllabus

Module 1: Overview

- Introduction to course requirements
- Overview of modules 2-6
- Students and LexisNexis sign proprietary agreements
- Tour of LexisNexis headquarters

Module 2: Legal Entrepreneurs and Innovation

1. Luz E. Herrera, *Training Lawyer-Entrepreneurs*, 89 Denv. U. L. Rev. 887 (2012)
2. Renee Knake, *Why Law Students Should be Thinking About Innovation and Entrepreneurship in Legal Services*, Bloomberg Law, Nov. 30, 2012
3. Henry Biggs, *Towards a More Comprehensive Approach to the Promotion of Creativity*, 38 Dayton L. Rev. 401 (2013)

Module 3: Technology in the Law School Classroom

1. Ron Staudt, *Cyberclinics: Law Schools, Technology and Justice* (2011)
2. Nicole Black, *Today's Tech: How an Associate Dean Uses Social Media in His Classroom*, ABOVE THE LAW (Jan 29, 2015)
3. Michele R. Pistone, *Law Schools and Technology: Where We Are and Where We Are Heading*, Journal of Legal Education, Vol. 64, No. 4 (May 2015)
4. James B. Levy, *Teaching the Digital Caveman: Rethinking the Use of Classroom Technology in Law School*, 19 Chapman Law Review (Fall 2015)
5. Oliver Goodenough and Marc Lauritsen, *Lawyering in an Age of Intelligent Machines* (LEXISNEXIS).

Module 4: Delivery of Legal Services

1. Chris Johnson, *Leveraging Technology to Deliver Legal Services*, JOLT, Volume 23, Number 1 (Fall 2009)
2. Joe Dysart, *Justice in Your Palm*, ABA Journal (April 2015)
3. Stephen Gillers, *A Profession, If You Can Keep It: How Information Technology and Fading Borders are Reshaping the Legal Marketplace and What We Should do About It*, 163 Hastings Law Journal 101 (2012)
4. Darian M. Ibrahim, *How Do Start-Ups Obtain Their Legal Services*, 2012 Wis. L. Rev. 333

Module 5: Examination of New Legal Models

1. Jason Jason Krause, *Innovations in the Law*, ABA Journal (April 2015)
2. Robert Crandall and Clifford Winston, *Time to Deregulate the Practice of Law*, Brookings, August 21, 2011
3. Lucille Jewell, *The Indie Lawyer of the Future, How New Technology, Cultural Traits, and Market Forces Can Transform the Solo Practice of Law*, 17 SMU Sci. and Tech. L. Rev. 325 (2014)
4. James E. Cabral et al., *Using Technology to Enhance Access to Justice*, 26 Harv. J. Law and Tech. 241 (2012)
5. Michael Wolf, *Collaborative Technology Improves Access to Justice*, 15 N.Y.U. J. Legis. and Pub. Pol'y 759 (2012)

Module 6: The Role of Big Data in the Practice of Law

1. John Edwards, *Combing through the Big Data Universe: Predictive Data Analytics are Potentially the "Holy Grail" in the Practice of Law*, National Law Journal (Jan 28, 2013)
2. David J. Walton, *Litigation and Trial Practice in the Era of Big Data*, 2015 American Bar Association
3. Dan Katz, *Quantitative Legal Prediction-Or- How I Learned to Stop Worrying and Start Preparing for the Data Driven Future of the Legal Services Industry*, 62 Emory L. J. 909 (2013)

Module 7: Student Presentations