



NATIONAL PARALEGAL COLLEGE

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Alternative Dispute Resolution

PLG-111-1602

Syllabus and Course Guide

The NPC Alternative Dispute Resolution course meets 15 times over the course of the 8-week term in the NPC Interactive classroom. Each session consists of about 60 minutes of online lecture by the course instructor. After the lecture, students may ask questions and make comments on the material being studied.

This class will meet on Tuesdays and Thursdays, beginning on February 9, 2016. There will be TWO alternative lecture times for this course:

4:00 PM, Eastern Time – taught by Jessica Borden (jessica@nationalparalegal.edu)

9:00 PM, Eastern Time – taught by Erin Steffin (erin@nationalparalegal.edu)

You may come to either of these classes based on your own schedule and convenience. Attendance at either of the two classes will satisfy the weekly interaction requirement. You may switch back and forth between lecturers. Both classes will be recorded (video and mp3 audio) and may be viewed by students at any time. There is no need to attend or listen to more than one section on a given day, as they will cover the same material.

To successfully complete the course, each student must satisfactorily complete:

- 5 written assignments
- 3 examinations

Unless an extension has been taken pursuant to the NPC Extensions Policy (see the end of this syllabus), all assignments and exams must be submitted by the course deadline which appears later in this syllabus. No extensions may be taken or granted unless the student has submitted one or more assignments or exams in advance of the original deadline. In addition, extensions are subject to grade penalties and are limited to no more than 30 days from the date of the original extension.

Please note that students are strongly encouraged to do their work as the course progresses rather than waiting for the days or weeks before the deadline to do all of their work. It is also critically important that students realize that:

- 1. A grade of "Incomplete" is the same as an "F" and is a failing grade.*
- 2. A grade of "Incomplete" will result in a reduction in the student's grade point average.*
- 3. Student may have to pay to re-take or replace a course for which a grade of Incomplete is assigned.*
- 4. Two consecutive Incompletes may subject the student to dismissal from the college under NPC's chronic incomplete policy.*
- 5. Students with a GPA of under 2.0 are not eligible to receive federal financial aid and cannot graduate until their GPA is at or above 2.0.*

If a student is having trouble completing the course, the student is strongly encouraged to contact his or her student mentor or teacher as early as possible.

INSTRUCTORS AND CONTACT INFO:

Lecturer:

- Erin Steffin
- Jessica Borden

erin@nationalparalegal.edu
jessica@nationalparalegal.edu

Grader:

- Mike Jones

michael.c.jones@hotmail.com

COURSE DESCRIPTION:

There exists a common misapprehension that lawyers and legal assistants do most of their work in court. More and more often, attorneys and their clients are seeking ways to reconcile differences without spending the time and money involved in a law suit. This course will provide students with a working knowledge of the basic theories underlying negotiation, arbitration, and mediation. Students will learn the important distinguishing characteristics of each of these "alternative" approaches to resolving disputes, and will also learn how to address the ethical and legal issues which may arise in pursuit of these remedies.

In addition to covering current theory on these topics, much of the course will be dedicated to hypothetical scenarios and court cases concerning arbitration. Another portion will center on the contracts involved in mediation. Thus, students will complete this class familiar with the general workings of these processes both from a theoretical perspective and from a practical perspective.

COURSE OBJECTIVES:

At the completion of this course, the student should be able to:

- Analyze the advantages and disadvantages of negotiation in a particular situation versus taking the dispute to a court of law.
- Assist in strategically determining a client's negotiation position, in terms of the strength and weaknesses of that client's case.
- Explain how one can generally avoid dangers which arise during negotiation.
- Analyze ethical issues which may arise in negotiation.
- Explain what a mediator does and does not do.
- Analyze the meaning, and effect, of mediation agreements and how they affect the parties' future rights.
- Explain the advantages and disadvantages of arbitration and assist in making the determination of whether arbitration is appropriate in a particular case.
- Research and apply the state and federal laws which govern arbitration.
- Take the steps necessary to initiate an arbitration proceeding.
- Explain the form and functions of high-low arbitration and how it operates differently from traditional arbitration.

READING ASSIGNMENTS:

All reading assignments refer to the NPC courseware, including the interactions attached to each subchapter. Cases and/or statutes that are specifically mentioned in the syllabus are required reading. The texts of these cases and/or statutes may be accessed directly from the courseware. In addition to the assigned courseware and cases, students should familiarize themselves with the various legal documents listed for each lecture. These documents can be found on the “Documents and Slides” page on the NPC student website. Some, but not all, of these documents will be discussed in class. Reading assignments for each class should be completed prior to the class.

In addition to the courseware’s electronic form, you may also order a book version of the courseware that includes:

- 1) **The courseware**
- 2) **All lectures slides**
- 3) **Handout for class 14**
- 4) **Selected Provisions from the Federal Arbitration Act**
- 5) **Selected Provisions from the Uniform Arbitration Act**

You may order this book at: <http://www.freewebstore.org/npc-courseware-books/>

WRITTEN ASSIGNMENTS:

At the outset of the course, five assignments will be posted on the “Assignments and Exams” page. The five assignments will cumulatively count for 40% of the student’s grade for the course.

Please compose your answers to assignments on your own computer, remembering to save your work frequently. Once your assignment is complete, please submit by uploading it pursuant to the directions on the “Assignments and Exams” page within the NPC student site. Assignments may be submitted as PDF files, Microsoft Word documents, Open Office documents or PowerPoint presentations.

Each submitted assignment will be graded on the following scale:

4 - Excellent

3 - Good

2 – Satisfactory

1 – Poor

0 – Not acceptable (must resubmit)

(Half-points may also be awarded in assignment grading.)

Please see the “Assignment Grading Rubric” (the next page of this syllabus) for more detailed information about how assignments are graded and the key elements of assignments that instructors look for when grading assignments.

In addition to a grade, students will receive written feedback from the instructor on their assignments, where appropriate.

To the extent possible, it is recommended that students complete the assignments as the course proceeds rather than waiting until after the course ends.

Assignment Grading Rubric

Factor	4 (Excellent)	3 (Good)	2 (Satisfactory)	1 (Poor)	0 (no credit)
Thoroughness	Answers all questions in the exercise completely and in the appropriate order.	Answers all questions in the exercise but not completely and/or not on the appropriate order.	Answers most of the questions in the exercise but not completely and/or not in the appropriate order.	Does not answer many of the questions in the exercise but does make some reasonable effort to do so.	Makes little or no reasonable effort to answer the questions posed in the assignment.
Demonstrated Understanding of the Assignment and has come to an appropriate conclusion	Response demonstrates a thorough understanding of the exercise and the student has justified and enunciated an appropriate conclusion.	Response demonstrates an understanding of the exercise and comes to a conclusion.	Response demonstrates some understanding of the exercise. The conclusion that the student comes to may not be appropriately justified by the rest of the essay.	Response demonstrates some understanding of the exercise but shows a high level of confusion on the part of the student. The student's conclusion, if any, is not supported by the rest of the essay.	Response demonstrates a very poor understanding of the subject matter presented by the assignment.
Documentation/ Legal research (note: for assignments, sources should be those obtained through legal research; for exam essays, legal principles learned in class or the courseware is sufficient.)	Student has cited at least two excellent sources and has applied them appropriately. Appropriate sources are documented and well cited and well integrated.	Student has cited one excellent source or two or more good sources but has missed at least one excellent source. Sources are integrated well in the assignment.	Student has cited appropriate sources but has missed the best available OR student has cited good sources but has done a poor job of integrating them.	Student has cited poor or inappropriate authorities or has failed to establish the relevance of the sources that he or she has cited.	Student has not cited any legal authorities or has cited authorities that are irrelevant.
Organization	Essay is organized very well; the reader can clearly understand where the essay is going at all points and a cohesive easy-to-follow argument is made in the essay. Separate paragraphs are used for separate ideas.	Essay is well organized. The essay is coherent, though may not flow freely. Different components of the essay are broken up appropriately.	Essay shows some level of organization, but is difficult to follow. The essay is not as focused as it should be. Essay may go back and forth between points without using new paragraphs.	Essay is poorly organized and is very difficult to follow. The student did not appropriately separate thoughts and did not properly organize the essay.	Student's essay is in chaos. There is no reasonable attempt to organize the essay coherently.
Critical Thinking and Analysis	Shows excellent critical thinking and analysis. The student is able to apply the cited law to the facts of the given case in a clear and convincing manner.	Shows good critical thinking and analysis. The student's points are well argued and well supported.	Shows adequate critical thinking and analysis. The student's points are supported by logic, but are not exceptionally convincing.	Shows minimal critical thinking and analysis. The student's arguments are weak and unconvincing.	Shows no effort at critical thinking or analysis. The student's points make no sense.

Credit may also be taken off for poor spelling or grammar.

EXAMINATIONS:

Examinations will be posted on the NPC website when indicated on the syllabus of the course. The examinations consist entirely of “short essay” questions. The 3 examinations will cumulatively count for 60% of the student’s course grade.

Examinations are non-cumulative; they cover only the material that was covered since the previous examination. The instructor will provide specific information regarding the content of each examination, as the examination time approaches.

All examinations are timed. A student may begin the examination any time after it is posted to the NPC website. Once begun, the examination must be completed within 4 hours.

Examinations will be graded on a conventional 0-100 scale. The number of points each question is worth is equal to 100 divided by the number of questions on the examination.

For each examination question, full credit will be awarded if the student:

- 1) Correctly identifies the legal issue(s) presented by the question
- 2) Applies the correct law to the legal issue(s) presented (note: full credit may also be awarded if the student’s answer comes to an “incorrect” conclusion if the student bases his or her analysis on correct law and supports his or her position in a convincing manner)
- 3) Presents his or her answer in a clear and understandable manner

The amount of partial credit to be awarded, if any, for an answer that is not complete and correct is at the discretion of the instructor. Instructors are instructed to award partial credit that is proportional to the level of knowledge and legal skill displayed by the student in answering the question.

Please note that, even if not directly stated in the question, you must give reasons for your answers to open ended questions. One word answers such as “yes” or “no” or answers that merely restate the question without explaining the answer given will not be credited.

The following factors are generally NOT taken into account in grading examinations:

Legal research: Although research is a key component of assignments, examinations are graded on the student’s knowledge of the legal concepts taught and do not require independent research.

Grammar and spelling (unless they impact the ability of the graded to understand the student’s answer): Although these are essential skills for a paralegal, examinations test legal knowledge and ability to apply the skills learned, not necessarily the ability to write professional legal memoranda (assignments test this skill). In addition, because exams are taken under time constraints, we would rather

see the students spend their time spotting legal issues and applying applicable law than on proofreading answers for typos and grammar mistakes.

For more information on assignments and examinations, please see the *NPC Student Handbook*.

To the extent possible, it is recommend that students complete the exams as the course proceeds rather than waiting until after the course ends.

Early Assignment Submission Incentive Policy

NPC encourages students to submit their assignments as early as possible. In order to facilitate early submissions, students are advised that in exchange for submitting assignments in the first six weeks of the course, they will be awarded the opportunity to re-do or fix up an assignment after it is graded in order to increase the grade.

The following limitations apply:

1. When resubmitting an assignment, a student will only be able to increase their grade to a maximum of 3 or by one full point, whichever is greater. For example, if a student submits an assignment within the first six weeks of the course and receives a 1.5 or a 2.0, the student may make corrections suggested by the instructor and can potentially raise the grade to a maximum of 3. A student who initially receives a grade of 2.5 may raise the grade as high as 3.5 with a resubmission.
2. A student may exercise this option up to two (2) times per course.
3. Students are not guaranteed the maximum increase if their corrections do not merit such a change. A grader has the discretion to award a smaller or no increase if the student does not follow the graders' feedback.

To resubmit an assignment under this policy, please contact the course grader.

NPC PLAGIARISM POLICY

All work done by NPC students on assignments, examinations and research projects is expected to be their own work. Quoting other sources as part of analyzing a subject is desirable and necessary in many cases. However, when other sources are quoted or used, they must be properly attributed to the original sources. This applies to direct quotes of sources and to paraphrasing other sources or using ideas obtained from other sources even if the exact text is not used.

Plagiarism means using the materials of others without appropriately citing the source and is an academic offence.

Under the NPC plagiarism policy, a student may not, as part of any assignment or exam submission:

- 1) Quote any text from any other source without:
 - a) putting quotation marks around the quoted material;
 - AND
 - b) appropriately citing the source of the quote.
- 2) Pass off the work of another as his or her own, even if the student does not directly quote from the other source.

Please note that the NPC plagiarism policy does not mean that you cannot quote language from the courseware, textbook or slides as part of an answer to a question on an exam. These are resources that are meant to be used on an exam when applied in an appropriate manner. However, quoting any source (including these) *without attribution* is plagiarism.

For more information regarding the NPC Plagiarism Policy, penalties and due process rights where plagiarism is alleged, please see the NPC Plagiarism Policy at:

<http://nationalparalegal.edu/pages/PlagiarismPolicy.pdf>

WEEKLY INTERACTION REQUIREMENT

To ensure that all students are involved and participating in the course as the course moves forward, each student enrolled in this course must, at least once during each week, either:

- 1) Attend a live lecture and take and pass a short quiz given during class
- OR
- 2) Submit at least one assignment
- OR
- 3) Take at least one examination
- OR
- 4) Answer a weekly “interaction” question or questions that will be posted on the “Assignments and Exams” page.

The weekly “interaction” question(s) will be simple and straightforward and will cover material covered in class that week. Answers to these questions should be short (typically 1-3 sentences) and to the point.

This student response (which is necessary only if the student does not attend a live class or take an exam or submit an assignment in the given week) will be graded on a pass/fail basis. The interaction questions will be posted no later than Monday of each week and must be answered on or before the following Monday.

The weekly interaction questions will be posted alongside the assignments. Students who do not attend a live class or take an exam or submit an assignment in the given week will be required to answer the questions presented. Students who did attend a live class or take an exam or submit an assignment in the given week may ignore the question.

Any student who does not fulfill this requirement during a given week will receive a reduction in his or her over-all grade of 2 percentage points from his or her over-all average.

Fulfilling the weekly interaction requirement is particularly important for students receiving financial aid. Federal regulations require the school to withdraw students who go 14 consecutive days without fulfilling an interaction requirement from financial aid and to return any outstanding financial aid money to the government unless the student interacts with the school prior to the time that the withdrawal is completed. If you are unable to fulfill a weekly interaction requirement, is critical that you stay in contact with the school so that other arrangements can be made.

COURSE GRADES

The following formula will be used to calculate final grades

$$\text{Cumulative exam scores} + (\text{assignment points} \times 10) = \text{raw score}$$

Because exams are worth up to 100 points and assignments up to 4 points each, the maximum raw score is 500. 10 raw points (2% of the raw point total) are deducted for each missed weekly interaction. Extra credit may be available for certain in class activities as may be announced by the instructor.

The following conversion chart is then applied based on the total raw points you have earned:

>474	=	A+
445-474	=	A
420-444	=	A-
395-419	=	B+
365-394	=	B
340-364	=	B-
315-339	=	C+
285-314	=	C
260-284	=	C-
230-259	=	D
<230	=	F

OPTIONAL STUDY SESSIONS

In addition to the 15 classes listed below, instructors and/or graders may run 1 or 2 additional study sessions to discuss assignments and/or the course materials. Attendance and participation in at these sessions is optional and they will be recorded for those who cannot make it to the live sessions.

Please keep an eye on the course message boards for details as to when these will be held.

All examinations and assignments are due no later than Sunday, May 8, 2016 at 11:59 PM EASTERN TIME; that's EASTERN time. That means 8:59 PM Pacific time, 9:59 PM Mountain time, 10:59 PM Central time, etc.

Please see the end of this syllabus for a note on NPC course extensions policy!

Lecture and reading assignments schedule

CLASS 1

Tuesday, February 9, 2016

In this first class, we will discuss the history of the alternative dispute resolution movement in the United States and the extent to which solutions alternative to litigation can save time and money for all parties involved, including taxpayers. We will outline the three main alternative dispute resolution categories (negotiation, arbitration, and mediation), each of which will be handled in far greater depth in classes to come.

Courseware Reading:

Chapter 1: Introduction to Forms of Alternative Dispute Resolution

- A. Overview of Alternate Dispute Resolution
- B. History of Alternate Dispute Resolution
- C. Negotiation Overview
- D. Mediation Overview
- E. Arbitration Overview

Documents for Review:

Dispute Resolution Policy

Assignment # 1 can be completed at this point.

CLASS 2

Thursday, February 11, 2016

With this class we begin our in-depth coverage of negotiation as an alternative to litigation. We will examine how parties can use negotiation as a viable alternative to litigation or other means of addressing the issues. Central to Class 2 will be our discussion of the two main negotiating postures (adversarial versus problem-solving).

Courseware Reading:

Chapter 2:

Negotiation Positioning-Problem Solvers Cooperate, Adversaries Compete

- A. Negotiation Generally
- B. Adversarial Positioning & Distributive Bargaining

CLASS 3: (Assignment/ Lexis walkthrough)
Tuesday, February 16, 2016

This class will consist of a Lexis tutorial/ assignment walkthrough. The instructor will use a research assignment from a past or current course to demonstrate the manner in which an assignment should be researched and composed.

The instructor will walk the students through the various Lexis databases and explain to students how to most efficiently use the Lexis system to complete research assignments. Various general aspects of navigating Lexis, including Shepardizing, seeking and finding appropriate search databases, getting a document by citation, etc., may be explored.

The Instructor will also discuss how to most effectively plan, outline, organize and draft research assignments. Model answers and/or past student submissions may be used to illustrate what a “4” assignment looks like and how to compose one.

CLASS 4**Thursday, February 18, 2016**

This class will focus on cooperative negotiations. Even though cooperative negotiations can sound simple enough, they can be some of the trickiest to execute. We will discuss some of the things to be aware of in the course of a cooperative negotiation and to always remember that negotiation is, at its heart, a zero sum game, and how important it is not to lose sight of this fact. We will look at the classic problem of the “prisoner’s dilemma” to illustrate how complex negotiations can be.

Courseware Reading:

Chapter 2: Negotiation Positioning-Problem Solvers Cooperate, Adversaries Compete

C. Cooperative Negotiators

D. Cooperative Negotiation & The Prisoner’s Dilemma

CLASS 5

Tuesday, February 23, 2016

Our foray into negotiation continues by examining the ethics involved in negotiation. We will look tonight at the ethical responsibilities owed by an attorney representing a party in a negotiation proceeding to one's client. We will look at the duty to zealously represent one's client and the impact that duty has on a negotiation proceeding.

Courseware Reading:

Chapter 3: The Legal Professional as a Negotiator- Ethical Considerations

- A. Model Rules of Professional Conduct
- B. Negotiator's Duties to Client - Model Rule 1.4
- C. Negotiator's Duties to Client - Model Rule 2.1

Cases and Statutes:

Model Rule of Professional Conduct 5.3

Model Rule of Professional Conduct 2.1

CLASS 6

Thursday, February 25, 2016

In this class, we will continue our discussion of the ethics involved in negotiation. We will look at the duties owed by an attorney involved in a negotiation proceeding to other parties involved in the proceedings. This will include a discussion of the rules regarding contact with opposing parties and when and to what extent it is okay to lie (or “stretch the truth”) during a negotiation.

Courseware Reading:

Chapter 3: The Legal Professional as a Negotiator- Ethical Considerations

D. Negotiator’s Duties to Others – Model Rule 4.1

E. Negotiator’s Duties to Others – Model Rule 4.2

F. Negotiator’s Duties to Others – Model Rule 4.3

Cases and Statutes:

Model Rule of Professional Conduct 4.1

Model Rule of Professional Conduct 4.2

Model Rule of Professional Conduct 4.3

Assignment # 2 can be completed at this point.

Examination # 1 will be posted at this point.

CLASS 7

Tuesday, March 1, 2016

Our foray into negotiation continues by examining the role which negotiation plays in situations unrelated to any dispute. We will distinguish the role of negotiation in deal-making situations from its role in disputes and discuss how we can use our understanding of the former to gain an edge in disputes. Next, we will continue our discussion of negotiation by discussing settlement agreements. We will discuss various considerations that go into such agreements.

Courseware Reading:

Chapter 4: Negotiating Deals Absent Disputes, Settlement Agreements & Special Settlements

A. Making Deals Cooperatively and Competitively

B. Drafting a Valid Settlement Agreement

Cases and Statutes:

Mallory v. Eyrich

Marek v. Chesny

CLASS 8

Thursday, March 3, 2016

We will devote this class to settlement agreements. We will look at a settlement agreement and discuss the important provisions in it. We will discuss the importance of common settlement provisions and the requirements for making them enforceable. We will also look at certain uncommon settlement agreement provisions and discuss when and under what circumstances they might be desirable.

Courseware reading:

Chapter 4: Negotiating Deals Absent Disputes, Settlement Agreements & Special Settlements

C. Special Settlement Agreements

Document for Review:

- Sample Settlement Agreement

CLASS 9

Tuesday, March 8, 2016

In this class, we will begin our work on mediation. We will discuss the relative advantages and disadvantages of mediation *vis a vis* commencing with litigation as soon as a dispute arises. We will also discuss how mediation is initiated and the extent to which contracts that call for mediation can be enforced (including the “good faith” mediation requirements, etc.)

Courseware Reading:

Chapter 5: Mediation: How It Works

A. Mediation– What It Is and What It Is Not

B. Advantages and Disadvantages of Mediation

Documents for Review:

Request for Mediation

Agreement for Optional Mediation

In this class we will focus on mediation structure; i.e., how the mediation proceeding is held. In addition, we will discuss the all-important question as to how one becomes a mediator; including private mediators and court appointed mediators. Finally, we will discuss the extent to which and the circumstances surrounding which a mediated agreement can later be challenged in court on the grounds that the proceeding was unfair, etc.

Courseware Reading:

Chapter 5: Mediation: How It Works

C. Mediation Structure

Cases and Statutes:

Harrison v. Nissan Motor Corp. in U.S.A.

United States v. Bankers Ins. Co.

Documents for Review:

Civil Mediator Application

Domestic Relations Mediator Application

Assignment # 3 can be completed at this point.

CLASS 11

Tuesday, March 15, 2016

To continue our discussion on mediation, we will turn to the real world and the practical application of what we have been discussing. An unenforceable contract does no one any good. Therefore, we will cover issues related to enforceability of agreements to mediate and mediation settlements.

Courseware Reading:

Chapter 6: Mediation: Case Studies

- A. Hypothetical Mediation Scenario
- B. The Clergy Cases & Meddlesome Mediators
- C. The Foxgate Case – Good Faith & Confidentiality

Cases and Statutes:

Travelers Casualty & Surety Co. v. Superior Court

Foxgate Homeowners' Association Inc. v. Bramalea California, Inc.

Documents for Review:

- Mediation Status Report
- Motion to Remove a case from Mediation

Examination # 2 will be posted at this point.

CLASS 12

Thursday, March 17, 2016

In this class, we will begin the largest area in our study of alternate dispute resolution: the field of arbitration. We will discuss arbitration agreements in contracts and other manners in which people choose to submit their disputes to an arbitrator. We will also discuss the arbitration process and the jurisdiction and authority that arbitration panels have and the limits to that authority. In addition, we will discuss legislation passed (mostly on the state level) that impacts arbitrators and their awards.

Courseware Reading:

Chapter 7: Arbitration

A. Arbitration's History Prior to the Twentieth Century

B. The Rise of Arbitration Legislation

Cases and Statutes:

Textile Workers Union v. Lincoln Mills of Alabama

Citizens Bank v. Alafabco, Inc.

Documents for Review:

Arbitration Agreement

Demand for Arbitration

CLASS 13

Tuesday, March 22, 2016

Tonight, we will continue our study of arbitration. We will compare arbitration to other alternatives of dispute resolution, including mediation and litigation. We will also examine when and how courts will enforce arbitration awards, including the procedural steps necessary to enforce an arbitration award. We will finish the class by discussing other forms of arbitration, such as “high-low arbitration” and “court-annexed arbitration.”

Courseware Reading:

Chapter 7: Arbitration

- C. Arbitration vs. Mediation
- D. Arbitration vs. Litigation
- E. High-Low Arbitration
- F. Court-Annexed Arbitration

Cases and Statutes:

Raytheon Co. v. Automated Business Sys.

Bonar v. Dean Witter Reynolds, Inc.

Application of Smith

Documents for Review:

Binding Arbitration Award

Judgment on Arbitration Award

Spring Break: March 24 – March 31

CLASS 14**Tuesday, April 5, 2016**

We will spend tonight's class discussing the very important question of to what extent a court can, should and will review an arbitration award. The courts have struck a delicate balance between preventing the courts from being used as appellate courts for every arbitration decision (thereby discouraging arbitration) on the one hand, and making an arbitrator's decision always absolute (risking unfairness). We will discuss various fact patterns that straddle this border and discuss the standards to which courts hold arbitrators in terms of fairness and accuracy in applying the law.

Reading:

Handout to be posted on the message board

Cases and Statutes:

Application of Smith

We will conclude the course by looking at various actual arbitration cases that have occurred in the recent past. We will discuss the various practical, strategic and ethical issues that arose in those cases and how they demonstrate pitfalls that should be carefully avoided by legal professionals involved in alternate dispute resolution cases.

Courseware Reading:

Chapter 8: Arbitration: Case Studies

A. Arbitration: Case Studies

Cases and Statutes:

Ting v. AT&T

Iberia Credit Bureau, Inc. v. Cingular Wireless LLC

Green Tree Fin. Corp. v. Bazzle

Assignments # 3 and #4 can be completed at this point.

Examination # 3 will be posted at this point.

All examinations and assignments are due no later than Sunday, May 8, 2016, at 11:59 PM EASTERN TIME; that's EASTERN time. That means 8:59 PM Pacific time, 9:59 PM Mountain time, 10:59 PM Central time, etc.

PLEASE SEE THE FOLLOWING PAGE FOR A NOTE ON NPC DEADLINE EXTENSIONS POLICY.

NPC EXTENSIONS POLICY

- 1) Extensions that conform to the rules below may be requested from the “assignments and exams” page on the NPC student website.**
- 2) No extensions are possible unless the student has first submitted at least one assignment or examination.**
- 3) No extensions of more than thirty (30) days beyond the deadline are possible for any reason at all.**
- 4) Requested extensions are granted automatically. It is not necessary to give any reason for the request. However, for each day of extension you request, you will be penalized 4 raw points (of 500 that determine your final grade - see page 8 of this syllabus). This accounts for 0.8% of your course grade, per day of extension. This is necessary to compensate for the advantage that students who take more time to do their work enjoy over those who complete their work on time. This also means that a short extension (e.g., a day or two) is unlikely to affect your grade, but a long extension (e.g., two weeks) is guaranteed to affect your grade.**
- 5) The penalty referenced in Paragraph 4 may be waived by an instructor in extreme cases only. Extreme cases include circumstances beyond the control of the student that caused the student to be unable to complete work for *a significant period of time*. Circumstances such as being busy at work or at home, vacations, family occasions or power or internet outages lasting a few days, are foreseeable life circumstances. Extensions may be taken for these reasons (or, for that matter, for any reason at all), but the grade penalty will not be waived for anything short of a true, unforeseeable emergency.**