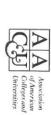
<i>Instructions</i> : Each group should choose a <u>Recorder</u> to write the group's conclusions for each question, and a <u>Reporter</u> who will share the conclusions verbally with the class. The group's work will be graded according to the rubric on the other side.								
Recorder: Recorder:	_							
Other group members:	_							
* * *								
Attorneys are legally required to act in an ethical manner, in accordance with what we call "legal ethics."								
What does the term "legal ethics" mean to you?	_							
Name an example of ethical (or unethical) behavior by an attorney.								
> Why do you think it is important that attorneys conduct themselves in an ethical manner?	_							
* * *	_							
With your group, read the following scenario, then discuss the questions that follow it. The Recorder should write the group's responses, and the Reporter will share them verbally with the class.								
Billy Bob, who lives in Cayuga County, committed a negligent act in Nassau County that caused personal injurt to Jonathan. Jonathan lives in Yates County and suffered a \$407,000 loss. Jonathan wants to sue Billy Bob for his injury. Jonathan goes to his attorney, Laura, whose practice is located in Bronx County. Laura has to choose the venue for this case. Laura determines that there is a court in Erie County that would allow the case to be he within the shortest period of time. Further, Erie County has a jury pool that is well-versed on the law of negligence, and that tends to give generous damages awards to plaintiffs. In addition, the judges in Erie County have a reputation for being sympathetic to plaintiffs, even awarding punitive damages.								
a. What are the pros and cons of choosing each of the counties mentioned in the scenario?								
b. Which county do you think is the most ethical choice, and why?								
c. Name one way Laura might be tempted to act unethically to secure venue for this case. Why would that be unethical?								
d. Suppose you were Laura's paralegal, and you suspected that Laura had acted unethically in securing venue for this case How would you address that?).							



ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

						1	_
	Evaluation of Different Ethical Perspectives/Concepts	Application of Ethical Perspectives/Concepts	Ethical Issue Recognition	Understanding Different Ethical Perspectives/Concepts	Ethical Self-Awareness		
	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	4	Capstone
	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	3	Mile
•	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position).	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student states both core beliefs and the origins of the core beliefs.	2	Milestones
	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student only names the major theory she/he uses.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	-	Benchmark