

Legal Issues in Technology: How Technological Tools Can Aid in the Persuasive Legal Process

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INTRODUCTION

Technology has changed and increased dramatically over the past years. It is a fundamental device that is employed in virtually every aspect of life including aviation, education, government, handicapped issues, businesses, law and the medical profession, to name a few.

Technology will also open the eyes of my students to tangible and intangible things. An intangible object cannot be perceived by the senses; therefore, my students will learn to incorporate their knowledge of technology with those who have different handicaps. For instance, the person who cannot smell becomes capable of visualizing what blood smells like on an open wound through the use of creative technological equipment. On the other hand, a tangible object is capable of being perceived by the senses. Can you imagine entering a court of law and becoming introduced to verbal testimony that has also been connected with an animated re-creation of the evidence? The apparatus, used with software, will help or break a case in the courtroom. In addition, it will teach them to resolve, solve, integrate, and think beyond their greatest imagination.

This unit will attempt to examine legal issues in technology in an analytical way. An approach such as this will enable the learners to understand the importance of utilizing technology to aid in the persuasive process in the courtroom. Since the United States consists of a system of civil laws, family laws, criminal laws, and federal laws, the students should have some common understanding about what happens when someone goes to trial. From an educational point-of-view, public education will integrate this idea with technology.

The legal system, as we know it, consists of argumentative opinions specifically described by the plaintiff's attorney or defendant's attorney. The jury's job is to help re-enforce whatever is being argued in the courtroom by rendering an answer to those arguments. However, the wise attorney will use technology to help enhance his or her descriptive message and win the case.

The lessons in this unit will be composed of activities that involve questions-and-answers, vocabulary words, cases, books, and a guest speaker. The sources mentioned in this unit are all due to the overwhelming help of the various authors, educators, publishers, clients of attorneys, and my understanding of the vast information that is being consumed within this unit.

WHAT THE STUDENTS WILL LEARN

This curriculum will lead my learners to critically think about ways to approach the courtroom using high-level technology. Based on the various courts (criminal, civil, and family), the students will be introduced to the traditional ways of persuading the courts and weigh against those ways with other technological ideas. In addition, the students will focus on quicker and better ways to enhance the use of the growing technology that exists today. As you know, our court system has operated constructively, without much argument, on a paper-oriented method. There were pictures drawn, witness testimonies recorded, and speeches given by the lawyer to persuade the jury in favor of their client. Furthermore, the structure of the court system was not subject to a modern approach of presenting and obtaining evidence. Thus, this unit will intend to teach active and up-to-date ways of utilizing technology in the courtroom.

There are several approaches to this situation. First, the pupil must become aware of the vast opportunities available to them in information technology. Based on the various courts (criminal, family, and civil), the students will be introduced to the traditional ways of persuading the courts and weigh against those ways to enhance the use of the growing technology that exists today. As you know, our court system has operated constructively, without much argument, on a paper method. There were pictures drawn, witness testimony, and speeches given by the lawyer to persuade the jury in favor of its client. Furthermore, the structure of the court system was not subject to a modern approach of presenting and obtaining evidence. Thus, this unit is intended to teach active and up-to-date ways of utilizing technology in the courtroom.

There are several approaches to this situation. First, the students must become aware of the vast opportunities available to them in information technology. As a result of those opportunities, their job titles will change to fit the task at hand; that is, the work that they perform will become a combination of related technological responsibilities and work related situations. Second, the students must become aware of basic knowledge as it relates to law. The learner will also read case law, research civil and federal cases, and gain knowledge of legal terminology. These remarkable advances will permit the pupil to endure the legal challenges that are involved in utilizing technology in the courtroom. There are also academic skills that relate to how adults learn in a wide variety of areas. Some of these areas that will be included in my curriculum are listening, persuasion, Texas Essential Knowledge and Skills (TEKS), and problem-solving measures.

WHY THIS TOPIC IS IMPORTANT TO STUDENTS PERSONALLY

The events covered in this topic are important because technology changes quickly. Therefore, my students need the skills to make them more marketable. Because jurors are typically bored by the influence of information scattered throughout different media, the challenge to my learners will be to make it more effective and easily accessible for

the user. It bores a juror to know that he or she has to read the effortlessly generated papers or view some pictures drawn in order to visualize factual situations.

According to Frank Herra, Jr., “The potential impact of computer-generated evidence is amplified in light of jury research and surveys that indicate humans are essentially visual learners, and visual displays have a greater . . . impact on juries than purely verbal presentations” (1). In short, most people learn by being able to visualize what they hear. There is definitely a need for my pupils to expand in this area of law. For example, the students could re-create a scene of an automobile accident using animation and voice techniques that would aid a trial attorney in a court of law. This will allow the learner to enhance the display for better viewing even though the process might become costly.

On the other hand, these technologies do pose legal issues that could become critical to either of the attorneys involved in the case. For instance, some questions that might be of concern are as follows: Is this newly founded technology admissible as evidence? What is the effect of computer-generated animation and visual aids on the jurors? Does the technology have the capabilities of handling people with physical handicaps? In order to become an effective counselor, these are questions that assist enforcement of the use of technology in the courtroom.

Furthermore, students need academic knowledge to help them move forward in a chosen field. For example, the pupils at my school will receive academic skills relating to technology (graphic software, HML code, animation, and the like), and that knowledge will become integrated into legal issues. My students will begin by choosing a topic that integrates law and technology. They will then take a position; that is, they will decide if they are going to do a comparative analysis, expressive writing, informative writing, or classification writing. Any of these various types of writings could overlap while setting the scene. Once they receive the academic knowledge, it will enable them to become productive analysts while developing certain character traits that are tied to communities of lawyers both large and small.

The students also become well prepared for certain areas of accomplishment. For instance, in the case *Dominguez v. Scott's Food Stores*, the scene where the negligence occurred will become a teaching tool for my students. My learners will be taught how to view, analyze, compare, and objectively come up with a design that would become pleasing to the counselor and jurors. More specifically, my students would create a 3-D scale of the area where the grocery carts are located. They would use tools such as gradient colors, lines, grids, motion guide, and text to sketch an outline of the grocery carts. Because of their skills and knowledge, the learners will develop into effective technologists. While re-designing the scene of the negligent occurrence at *Scott's Food Stores*, the pupils will undergo a finite study in graphics. This will allow doors of opportunity to become open to them in their chosen field in technology.

In addition, there are state-mandated standards that help ensure that my students are prepared for state tests so they can perform at their highest peak in the workforce. While they are going through this process, my students will learn to calculate approximately with the proper tools to aid them in their designs and animations. My students will also be able to evaluate and interpret their designs. These are just a few topics that will extensively relate to their educational knowledge.

HOW? THE TEACHING STRATEGIES NEEDED FOR LEGAL ISSUES IN TECHNOLOGY

The students will receive definitive information on information technology; the students will receive information on how technology relates to computers, and how information technology can aid in the enhancement of courtrooms. My pupils are between ninth and twelfth grade, and they are classified as regular to advanced pupils. My pupils will make use of certain tools for the curriculum unit as follows: there will be a total of three books, questions for a follow-up case, the Internet/computers, and oral presentations. The first of these tools is a book called *Careers in Information Technology* by Melanie Ann Apel. This book ignites the spark that my learners will need to become career-oriented technologists. An information technologist is involved in “a career field in which people take information in one form and ‘process’ it, that is, convert it into another form that other people can use more easily” (Apel 1). Since information technology is such a broad topic, the author speaks about long-term advantages of obtaining a career in this field. There are also some personal interviews discussed about people in different fields. These people talk about their respective fields of work and what others need to do in order to become apart of it.

The second book that my students will encounter is *The Digital Practice of Law: A Practical Reference for Applying Technology Concepts to the Practice of Law*. This book has some awesome viewpoints and tools related to the many technological approaches that an attorney employs while dealing with legal issues in the courtroom. The author, Michael Arkfield, implies that technology can either break an attorney or make an attorney credible. An attorney will need to spend some money and become a keen presenter while influencing the jurors. As a result of the many approaches outlined in this book in the application of technology, my students will design graphic drawings. They will animate the crime at hand based on the facts, and they will not need to be present at the courthouse because they are going to network the computer system at the office with the personal computer of the attorney.

The third book that the learners will incorporate into this curriculum is *Black's law Dictionary*. This book is important because it defines the terms that the pupils will need to become familiar with while working on a case. *Black's law Dictionary* influences the outcome of many cases that are tried before a court of law. In addition, it will become very helpful when the pupils begin to examine a civil case involving negligence. Since

the students are not familiar with the legal terms, they will receive a handout with the words needed to study the negligent case, *Dominguez v. Scott's Food Stores*.

The following are questions that are necessary for the understanding of information technology: What is information technology? How can you associate the mechanics of legal issues and technology in the courtroom? Who are the jurors, and what is the best plan of action to persuade them? First, the learners must have an understanding of the term 'information technology'. The pupils will receive that understanding through lectures from the facilitator of the curriculum. Next, the students will perform a search of an assortment of equipment used to solve the problem of the cases before a court of law. The outcome of their search will require ". . . careful planning – a weaving of visual evidence with an already prepared trial strategy." Prior to the above-mentioned taking place, the trial attorneys ". . . must develop themes or messages and strategies" (Herrera 5). Therefore, the technological gear used to offset the way a juror perceives a case is pertinent to all trial lawyers' cases.

Furthermore, what will be the best instruments to use in support of any questionable legal issue? The pupils will be prepared in the areas of multimedia, oral presentation, and computer usage. Thus, the learners will become better-informed information technologists and skilled laborers when exercising the integration of technology with legal issues. My pupils will also learn the skills used to reference a search on the Internet. They will begin searching the Internet by receiving a topic associated with legal issues in technology; thereafter, they will make use of a search engine. The search engine allows them to gather ideas and information. Since the topic will be related to technology and legal issues, the pupils will become familiar with vocabulary words too. In addition, this information will be countered with several trips to the library and handouts.

While the students are actually completing this assignment in its entirety, they will become experts in utilizing the MLA style of citation. They will, furthermore, design animation for different audiences and present material to the legal society. The learners will have access to a guest speaker who has in the present, and will in the future, continue to use advanced technological tools to enhance a trial lawyer's case. This time will give students an opportunity to ask questions too. The guest speaker will entertain the learners with different cases that he has argued in the courtroom and talk about how well technology has aided him on those cases. The attorney is a generalist trial lawyer who specializes in negligent cases. Many of his cases are high profile personal injury cases. He enjoys battling with the claims adjusters and insurance companies when one of his clients becomes injured because he was once involved in an automobile accident that has created a crisis in him for life. Therefore, it is imperative that he appears in court prepared to persuade the jurors with as much visual material as possible.

Computers are powerful devices that can aid a counselor in the course of a trial. Many companies after closing their doors for the day will do a back-up of files; that is, all of the information that was transacted throughout the day will be saved. Some data

include e-mail, receipts to customers, letters to businesses, and Internet searches. Imagine the length of information that transpires within a day at a large corporation.

There is a case that has derived from e-mail communication. There were many messages expressing intimate problems that a man had terribly experienced with his wife. Well, he revealed those intimate problems via e-mail to the woman with whom he was having an affair. The case was tried and entered into law concerning the murder of his spouse. The e-mail messages that were sent to his mistress became admitted as evidence in the case *Allen v. Oklahoma*, whereby “the defendant was accused of murdering his wife” (*Computer High Technology Law Journal* 9). On the other hand, most cases concerning e-mail have resulted from “employment issues” (*Computer High Law Journal* 12). As you can see, computers and e-mail occupy an important part in the development of helping attorneys persuade jurors how to decide a case.

UNIT BACKGROUND

The design of this month-long unit will be the study of the various ways of approaching the courtroom effectively by using advanced technologies. Why? People typically remember more when they can see what is being projected rather than listening to what is being alleged. Since we are moving away from paper material in the courtroom, “the use of multimedia and paperless presentation significantly supports the attention aspect of the persuasion process” (Arkfield 8). Therefore, the tools that would make any case run smoothly in today’s courtroom are the use of advanced technologies (cyberspace, video, graphics, and animation). My students will devote their studies to the use of these advanced technologies.

During the span of this curriculum, my pupils will become knowledgeable in the basics of these advanced technologies. While taking a Webmastering class, the students will begin to research how the courtroom existed some twenty years ago versus what is occurring in today’s courtroom. The students will learn that “from the day a client walks through the door, the focus is to obtain a favorable result” (8). One of the most effective ways to obtain a favorable result in the courtroom is to utilize advanced technologies that help center around the goal of influencing the jurors. As the old saying goes, “a picture is worth a thousand words.”

As a result of this curriculum, my pupils will gain knowledge that will lead them to a community of employers who need talented technology experts. Since my students are from different social and economic backgrounds, my expectations for them are that their expertise in technology will flourish far beyond the classroom. Through this curriculum, I envision that the students will discern the proper techniques needed to aid in implementing “advanced legal technologies . . . to meet the needs of the public it serves” (Solomon and Gruen 1). As closure is brought to this prospectus, my pupils will venture in a direction that many have dreamed of within the course of their existence.

OVERVIEW OF TECHNOLOGY USED IN THE COURTROOM

Our study will consist of the various types of technologies that are used to emphasize arguments and win cases. Lawyers are normally stronger than their challengers when they have more command or are better outfitted in the courtroom. Digital re-creation of cases has allowed attorneys to win a significant number of cases. Attorneys also have to present themselves in a manner that influences how they look and sound. “Our success or failure is dependent on our ability to persuade others as to our point of view” (Arkfield 8). It is the attorney who must take control of the path of the jurors’ ultimate decision by influencing their thought processes. However, some judges of the court will either grant or deny a plea of request from a lawyer, therefore, overruling anything the jurors have decided.

There are many benefits of using multimedia in the courtroom. First, multimedia helps to support attorneys in their promotion of cases and other procedures, such as personal injury cases, environmental law issues, cases of entrapment, and deceptive business practices, to name a few. Multimedia is a visual means that incorporates the “integration of data, text, image, audio, or video in a single application” (Arkfield 8). Meanwhile, “it adds immediacy and realism to dry exhibits as a communication concept” (8).

MULTIMEDIA

As a result of the use of multimedia, coupled with the effectiveness of the appearance of attorneys and their projected eloquence in the law, the dynamic visions related to graphic and/or animated exhibits help create images that can no longer be seen after arguments. Lawyers will normally guide the juror to believe, in some cases, beyond a reasonable doubt that their client is innocent until proven guilty. ‘Beyond a reasonable doubt’ is “the highest level of proof required in a criminal case, and it is necessary to get a guilty verdict in criminal cases” (Garner 99). The jury must decide that there is not a real possibility that the defendant did not commit the act. One such case that turned heads in a court of law was the charge filed against a criminal namely *The State v. Albert Delman Greene*.

The case implicated an armed robbery wherein the criminals used pistols to rob a manager of a convenience store at nighttime. Upon the arrival of the police officers, the manager and a few other people were able to give them a description of the robbers. Albert Delman Greene was later arrested “with four men who were fleeing from a robbery they had committed at another store” (Crump and Mertens 3). Thereafter, it was common practice to put criminals in a lineup, so Albert Delman Greene was put in a lineup. He was “positively identified . . . as one of the offenders” (Crump and Mertens 3). This is the kind of case that has been tried many times in a court of law by attorneys.

My students will approach this case using a creative technique to influence the decision of the jurors; that is, they will draw a 3-dimensional sketch of the scene using AutoCad. The sketch will become a model of a real world criminal case. Afterwards, the learners are going to make it come alive by showing in depth mechanisms in model space size. A model space size of a scaled drawing is a very large piece of paper. First, the learners will need to become familiar with the screen menu. The screen menu has a set of commands that represent a range of operations. Next, the pupils will need to set the units of the drawing so that the background can be viewed. Once this has been accomplished, you can zoom in on the scale. Although you will be able to see less, the details of the object will become highlighted immensely. You can also zoom out, and that technique will create more detail but less highlights. Third, the scale can become layered which will allow you to separate certain portions of the drawing. Each layer has a color and line style that correlates to it by default. While the students are learning that technique, they will also learn how to freeze a scaled model of an object. A frozen layer is made invisible. The layers are ignored during the editing process. The pupils will continue using other prompts as directed by the instructor, and the instructors will aid in their advanced knowledge of AutoCAD. Thus, they will become advanced creative graphic designers, and their designs will eventually simulate a larger than life atmosphere.

In the civil case *Dominguez v. Scott's Food Stores*, the attorney for the plaintiff defines the legal term 'negligence' to the jurors as ". . . a person of ordinary prudence would exercise under the circumstances. In plain old ordinary language, negligence is simply carelessness" (Berman and Crump 53). As a juror, the explanation given to you by the plaintiff's attorney, if articulated in a believable manner, would capture your attention. Be made aware that "an adult's attention span is 8 seconds" (Arkfield 8). Therefore, the attorney would need to extend the attention span of a juror beyond its normal capabilities. Similarly, multimedia will aid the lawyer by increasing the attention and intellectual capacity of the juror by 10% (Arkfield 8). The portability of technological instruments in the courtroom suggests that "a lawyer who uses a computer effectively in court has a significant advantage over one who doesn't. A computer can provide instant access to an enormous variety of critical information . . ." (Arkfield 8). Trial attorneys and defense attorneys normally resolve this predicament by further practicing it. The increasing value of multimedia courtrooms displaying animation and/or graphics is becoming articulated by the overpowering support of technology.

DOCUMENTS AND PHOTOGRAPHS

Next, imaging software is recycled because many of the official documentation presented in the courtroom are documents and pictures. These materials are changed into a digital format that examines its content into a computer and makes a mirror of the material. Thereafter, the picture can become amplified, colored, or inspected in order to exploit it in a lawful occurrence. The documents and pictures help ease the design of the courtroom. However, "a typical evidence presentation system includes an evidence or document camera for physical material," and there is "a connection for attorneys' (and

possibly the judges and witness) computers, an illustration device or pen, and the ability to create a hard copy of whatever is being displayed to the jury” (Solomon and Gruen 2).

Samuel Solomon further explains that the high tech courtroom exemplifies a breakthrough in expanding the initial outline of its past features. One example of such a case involved *Satter v. Motorola Inc.* This was a case that involved e-mail messages and the downloading of information being presented as evidence. Since the plaintiffs were deficient in the equipment needed to convert the data received from the defendants, the judge made it mandatory for the defendants to download the requested information onto the plaintiff’s hard drive. The information was used to decide on that court case. Thus, the use of technology in the courtroom is ever increasing and changing as our society continues to grow in ideas, needs, and effectiveness concerning trials.

TEACHING STRATEGIES

This curriculum will consist of the methods developed as part of the Webmastering curriculum in my classroom. The lessons will focus mainly on the following Texas Essential Knowledge and Skills (TEKS) information of Webmastering established by the Texas Education Agency (TEA):

- The student acquires information in electronic formats including text, audio, video, and graphics, citing the source; and identify, create, and use available file formats including text, image, video (analog and digital), and audio files.
- The student will read, use, and develop technical documentation.
- The student will seek and respond to advice from peers and professionals in delineating technological tasks.

My pupils will begin to explore their destinations as outlined in the lesson plans. Their destinations are based on the TEKS that have been established by the State of Texas. My pupils are required to have prerequisite skills in technology because they are high school students. The TEKS technology skills for high school students require them to use a variety of technologies, and “through the study of technology applications foundations . . . students learn to make informed decisions about technologies and their applications” (*Texas Essential Knowledge and Skills for Technology Applications*). My learners will gain this wisdom by making use of animation, graphics, colors, cameras, computers, scanners, and other software made available to them. Everything that my learners will accomplish is directly because they will become involved in hands-on projects. In short, they will react as apprentices on-the-job.

My learners will become major players in the workforce because they are going to become prepared and informed individuals who are capable of resolving problems. My pupils will also become major contributors to small, mid-sized, and large corporations who are seeking entry level to expert talent in the field of information technology. The skill level of my students will expand because their knowledge of the activities given to

them in the classroom will be combined with the companies within their communities. There are established companies who are seeking to adopt high school students and teach them the basics of what they will need to become successful within their business.

Boeing is a proud sponsor of the learners at Chavez High School, and they have set-up an Engineer for a Day program for the students. They have individuals within their company who have taken it upon themselves to guide the students into the direction that they will need to go in order to make it to the next level. Next, the company is going to establish an internship whereby the students will receive payment for their services. In addition, Boeing is going to establish scholarship money for the learners who are interested in becoming engineers. This aircraft company believes that it is the young who will make a difference in society. The company also believes that they have a duty to help guide the young students in that direction.

Although the teaching strategies are far greater than what is customary, the reality is that these students will be well prepared, at best, for an entry level position with a small, mid-sized, or large corporation. Of course, there are going to be some overachievers who will exceed entry-level position requirements.

LESSON PLANS

Lesson Plan 1: Using Graphic Design

Objectives

Students will acquire information in electronic formats including text, audio, video, graphics, citing the source; and identify, create, and use available file formats including text, image, video (analog and digital), and audio files. In addition, students will read, use, and develop technical documentation.

Materials

Computer(s) (set-up on the multimedia projector)

Graphic Software (Imaging, animating, color, and text)

Multimedia Projector (viewing purposes)

Copy of handout for each student who will image the evidence in court

Procedure

The project will take place in a technological classroom that has the tools necessary to help my learners solve problems and issues in a court of law. I will lecture on the many ways that technology is being applied in various areas of law to aid an attorney in his or her case. I will further explain the increased need for jurors to be able to see the evidence being produced in dramatic ways. The learners will follow along with me because they will have a handout with more detailed explanation. They can also begin to visualize what they are learning.

Each learner will work collaboratively in a group of two, and each group will be assigned computers to complete the assignment. The pupils will range in age from fourteen through eighteen. They will have prerequisite skills, such as knowledge of the keyboard, navigational skills to search the Internet, and different software that will allow them to understand and finish the job.

The pupils will begin the process by turning on the computer and opening a new folder on the network drive and assign their names to it. Next, they will receive instructions from me about how to use the software FLASH as an instrument in the courtroom. The students will receive a brief lesson on how to use the basic tools (pointer, arrows, text, color, rectangle, lasso, and the like) before beginning this lesson. Thereafter, I will lecture on a civil case called *Dominguez v. Scott's Food Stores*. In this case, the plaintiff might have received a better settlement if there was some kind of graphical design to help the jurors in their decision. Furthermore, the learners will be trained in how to use advanced tools in FLASH. I will describe and illustrate how to shift images, import a video into a document, create a play and stop button for the video, and generate an action script to control the video playback. Thereafter, the activity will begin whereby they will be able to apply the knowledge to the above-mentioned case.

The pupils will begin to design a scene that will assist the lawyer and persuade the jurors. The students are going to re-create an animated scene of Scott's Food Stores with shopping carts. Mrs. Dominguez will also be an animated figure showing her age at the time of the negligence in question. The learners are going to use a timeline because it organizes and controls a movie's content over time in layers and frames. Next, they are going to use layers because layers are like multiple film strips stacked on top of each other, and each one contains a different image. The students will also make objects (shopping carts and Mrs. Dominguez) move across a stage, increase and decrease in size, rotate, change color and fade in or out, or change shape. The purpose of having the objects do more than one thing is to make the evidence more believable. The process needed to complete the activity is somewhat lengthy, but it is a great deal of fun.

Lesson Plan 2: Using Three Texts

Objectives

Students will use a variety of strategies to acquire information from electronic resources, with appropriate supervision. Students will use technology tools to create a knowledge base with a broad perspective.

Materials

Computers in the classroom

Each student will have access to the three books: *Black's Law Dictionary*, *Careers in Information Technology*, and *The Digital Practice of Law: A Practical Reference for Applying Technology Concepts to the Practice of Law*.

Procedure

The learners will have access to all of these books because these books will be the basis for their investigation into civil cases involving negligence. The *Black's Law Dictionary* will encompass the necessary words that are needed for most civil negligence cases. The first case in point is the *Dominguez v. Scott's Food Stores* suit. My pupils are going to receive a handout of legal terms that relate to negligent personal injury suits. The following words and their definitions will be used for the above-mentioned case:

Vocabulary Words

Damages:	Money claimed by or ordered to be paid to, a person as compensation for loss or injury.
Damage:	Loss or injury to person or property <actionable damage resulting from negligence>
Negligence:	The failure to exercise the standard of care that a reasonably prudent person would have exercised in a similar situation; any conduct that falls below the legal standard established to protect others against unreasonable risk of harm, except for conduct that is intentionally, wantonly, or willfully disregarding of others' rights.
Negligent:	Characterized by a person's failure to exercise the degree of care that someone of ordinary care would have exercised in the same circumstance <the negligent driver went through the stop sign>
Plaintiff:	The party who brings a civil suit in a court of law.
Defendant:	A person sued in a civil proceeding.
Civil Action/Suit:	An action brought to enforce or protect private rights.
Court of Law:	A place where justice is administered and legal proceedings take place.
Petition:	A formal written request presented to a court or other official body.
Persuade:	To induce (another) to do something
Persuasion:	The act of influencing or attempting to influence others by reasoned argument; the act of persuading.
Juror:	A person serving on a jury panel.

- Jury: A group of persons selected according to law and given the power to decide questions of fact and return a verdict in the case submitted to them.
- Verdict: A conclusion, as to fact or law, that forms the basis for the court's judgment.
- Personal Injury: In a negligence action, any harm caused to a person, such as a broken bone, a cut, or a bruise; bodily injury. 2) Any invasion of a personal right, including mental suffering and false imprisonment.
- Injury: Any legal harm, wrong or damage done to a person's body, property, rights or reputation, and the law recognizes as deserving of redress.
- Bodily Injury: Any physical injury to a person. Injury that is caused solely by accidental means.
- Charge to the Jury: The judge's instructions to the jury concerning the law that applies to the facts of the case on trial.

Upon receipt of the vocabulary words, the students must be able to understand the charge given by the judge to the jurors concerning the facts of the case. The pupils will then formulate in their minds the process that they will take to design a setting that would increase persuasion of the jurors.

The second book is *Careers in Technology*, and the students will make use of this book to lend a hand in their decision to become information technologists. There are many occupations mentioned, and they have been easily defined. This book would be used as an introduction to the diverse areas in information technology and the countless capabilities an information technologist encounters in the private sector. In addition, the learners will have a broad knowledge of what each job necessitates for present and future tasks.

In the book, various individuals discuss their occupations. They talk about the combinations of job duties that carry a responsibility worth their weight. They explain that these different job duties will enable them to advance more in the field of information technology. For example, someone who is a manager in information systems will flourish beyond their capabilities. A manager in information systems technology has a wide range of ideas that are brought into play whenever there is a project to complete. He or she must be able to influence people in all levels of the work place. He or she must plan and execute conventional information technology (IT) solutions that will meet the needs of a business. In addition, a manager of information systems must maintain the

hardware and software of the company's systems. The value of having these skills will take the students to many great levels within the business environment.

The third book is *The Digital Practice of Law: A Practical Reference for Applying Technology Concepts to the Practice of Law*. This book has information about the numerous tools an attorney would draw on in order to persuade a jury. Similarly, this book requires prior knowledge of technology so that the attack on the opposite attorney is made believable. This book would be used as a lecture and discussion tool. The learners will read case law related to negligent incidents. I will facilitate as they begin to formulate in their minds how to best persuade the jurors with a certain piece of technology. In short, the pupils are going to be selling themselves on their knowledge of graphical technology.

Lesson Plan 3: Questioning

Objectives

Students will make decisions regarding the selection, acquisition, and use of software taking under consideration its quality, appropriateness, effectiveness, and efficiency. Students will participate in relevant, meaningful activities in the larger community and society to create electronic projects.

Materials

Scenario of a negligent case when someone files a petition in court.

Procedure

In this section, the learners will research the steps taken when a negligent act has been petitioned to the court. The research will be addressed in a question and answer format. The following are the questions that the students will need to ascertain during their research:

1. If anyone is hurt negligently, what steps will you take to assure his or her safety?
2. Why should you call the police after a bodily injury accident?
3. How long should you wait to call the police after an accident?
4. Should your state of mind be calm when the police arrive?
5. What kind of information should you report to the police after the accident?
6. What of data should you collect from the other person involved in the accident?
7. Is there a possibility that you will be asked to file a complaint or testify in court?

There is case law that makes individuals or companies responsible for any bodily injury caused within the parameters of their property. Negligence is a legal term that means carelessness, and it can lead to an injury. When either a person or company fails to do something that an ordinary person would do under similar circumstances, it is considered negligence. In order for the plaintiff to succeed, he or she must demonstrate that the defendant was careless, and that carelessness caused the injury in question.

My students are going to need to answer a list of questions. The case that they are going to analyze occurred in a parking lot in the city of Chicago. This case is significant because the injured party was a retired elderly woman who was walking from a redone parking lot to a public store. She injured her wrist after tripping over an uneven surface in the parking lot left by a construction company. As a result of the injury, she had three surgical procedures and suffered a cracked wrist. She was awarded \$400,000.00 dollars from a Cook County judge in Chicago, Illinois. This case will open up discussion in the classroom about the law and how to handle evidence set before a judge and jury so that they could be persuaded to rule in favor of the defendant.

Of course, the defendant's contention is that the plaintiff was at fault because she was careless in not noticing the uneven surface in the parking lot. Well, this case can be argued in many ways. However, my pupils will determine the outcome of the case in another fashion by persuading the judge and jury to choose another outcome. They are going to do this through a combination of questions and graphic design. Perhaps the outcome of the case should have been contributory negligence since the defendant believes that the plaintiff was at fault. On the other hand, the plaintiff believes that the defendant was at fault. Therefore, the question remains who was careless to the point of causing injury to herself or someone else.

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