

# Legal Analysis, Research and Writing A506 C

## Autumn 2018 - Spring 2019

### Class Times and Location

TTh 9:00 - 10:20 AM, William H. Gates Hall, Room 119

### Contact Information

#### Instructor

**Lauren Sancken**

**Email:** [sancken@uw.edu](mailto:sancken@uw.edu)

**Phone:** 206-543-6136

**Office Location:** William H. Gates Hall, Room 320

**Office Hours:** Tuesday & Thursday, 3:30-5pm, or by email appointment

## Course Description, Overview and Policies

### General Course Structure and Goals

Legal Analysis, Research, and Writing (LARW) is a seven-credit course that you will take throughout your 1L year. The Autumn Quarter and Winter Quarter constitute a single five-credit course, with three credits during Autumn and two credits during Winter. You will receive one grade for the Autumn-Winter portion of the course at the end of Winter Quarter. Spring Quarter is a separate, two-credit course.

In Autumn Quarter, you will receive a rigorous introduction to legal reasoning, analysis, and writing. You will also receive a brief introduction to legal research. Several writing assignments will hone your analytical skills and allow you to practice drafting clear and concise answers to legal questions. You will participate in lectures, workshops, and hands-on activities that will occur both in and out of class.

LARW is built around fundamental goals and objectives that you should review periodically throughout the year to assess your progress. The goals for the first-year LARW course are:

1. To understand the United States legal system and lawyers' principal roles in that system.
2. To read, understand, and use cases to construct legal arguments.
3. To read, understand, and use statutes and other enacted rules to solve legal problems or construct legal arguments.
4. To predict the probable judicial resolution of simulated legal disputes.
5. To write a memorandum predicting the probable judicial resolution of a simulated legal dispute in a form that conforms to basic professional conventions regarding analytic support, organization, and style.
6. To conduct basic legal research.
7. To recognize excellent writing in and about law, and to learn techniques for improving one's own writing.

8. To learn techniques for time-management, self-reflection, and collaboration to support ongoing acquisition of information and skills necessary for successful academic study and professional practice.
9. To learn techniques of persuasive written advocacy.

We cannot, of course, meet all of those goals during the Autumn Quarter. This quarter we will focus on Goals 1, 2, 4, 5, 7, and 8. We will add the remaining goals (and continue to work on these six) throughout the rest of the year. More details about the goals and objectives are available here: <https://www.law.washington.edu/writing/goals.aspx>.

### Required Texts and Materials (and abbreviations used in syllabus)

#### *Textbooks:*

- Deborah A. Schmedemann & Christina L. Kunz, *Synthesis: Legal Reading, Reasoning, and Writing* (4th ed. 2014) (“*Synthesis*”). This will be our main text. Some of the chapters reference an **appendix to the chapter**, which immediately follows the chapter and has corresponding numerals, so an appendix for Chapter 3 would be Appendix 3A. There are also **appendices to the book** itself (confusing, I know), and they have Roman numerals: Appendix I, Appendix II, etc. They begin on page 299. Please make every effort to read the material assigned before class so that our class time is productive. I do not mind if you use an earlier edition of the textbook, but please be aware that it is your responsibility to ensure that you have read the selection assigned and are knowledgeable about any areas that have been updated in the fourth edition.
- Julie A. Heintz-Cho, Tom Cobb, and Mary Hotchkiss, *Washington Legal Research* (2d ed. 2009). This is referred to as “WLR” in the syllabus. We will use it primarily in the Winter and Spring Quarters.
- *Choose one of the following citation guides (or select both):*
  - *The Bluebook: A Uniform System of Citation* (Columbia Law Review Ass’n et al. eds., 20th ed. 2015). *The Bluebook* comes in three formats: print, online (via annual subscription), and as an iPad or iPhone app (called [Rulebook](#)). Our Gallagher Law Library has [prepared a blog post explaining the pros and cons of these three formats](#). If you’re interested in my perspective, I recommend the print version; you’ll use it for years and you’ll save time if you don’t have to switch to a different screen or app every time you want to look something up.
  - *The Indigo Book* (2017). Though *The Bluebook* is the industry-standard citation guide, [The Indigo Book](#) is “a free, Creative Commons-dedicated implementation of *The Bluebook*’s Uniform System of Citation.” In other words, *The Indigo Book* promises to give you the same answers as *The Bluebook*, but it’s freely available on the web in PDF or HTML format. In class, I’ll be referring to “*The Bluebook* rules” by number and example. *The Indigo Book* will serve you just fine for our course purposes, but you may need to do a bit of cross-referencing to find the relevant rules.

*Online reading:* These should be read before the class date on which they are listed.

*Handouts:* Please check the course website each week for additional materials that will occasionally supplement your readings. I often bring printed copies of handouts to class, as well.

***Canvas announcements:* I often make course announcements using Canvas. Please be sure your Canvas settings allow you to receive those messages.**

### Optional Recommended Texts

- Bryan A. Garner, *The Redbook: A Manual on Legal Style* (3d ed. 2013). — *The Redbook* is an excellent guide to grammar, usage, and style in legal writing. In previous years I *required* this text. This year, however, we will be using a computer-based grammar program during the Winter Quarter; I have therefore made *The Redbook* optional. Despite being optional, *The Redbook* is still an excellent resource. Copies are available in the Legal Writing Center and the library. I encourage you to use them.
- Terrill Pollman, Judith M. Stinson, and Elizabeth Pollman, *Legal Writing: Examples & Explanations* (2d ed. 2014). This text provides examples of legal writing (both effective *and* ineffective) for you to read and judge on your own. If you are having difficulty understanding why a certain structure or style is not effective, the examples and explanations in (the aptly named) *Examples & Explanations* are a good place to look. Copies are available in the Legal Writing Center.
- *Black's Law Dictionary* — This indispensable reference is available in three formats: free online in the Westlaw legal database while you're a student, as a [smartphone app](#), or in print as full or pocket editions. Buying a print or app version might be a wise investment because you'll use this resource for the rest of your career.
- Bryan A. Garner, *Legal Writing in Plain English: A Text with Exercises* (2001) — Garner remains *the* name in legal writing. His advice is quite prescriptive, and his style is not for everyone. But this is an excellent additional resource.
- Amy E. Sloan, *Basic Legal Research: Tools and Strategies* (6th ed. 2015) — A very comprehensive text, which includes photos and screenshots of both print and online research resources.

### Legal Writing Fellows and the Legal Writing Center

Each section of LARW has a dedicated Legal Writing Fellow (LWF). LWFs are 2L or 3L students who can help you with any part of the course. They hold office hours in the Legal Writing Center. You'll be receiving more information from the LWFs on how to best schedule an appointment.

I strongly encourage you to meet with the LWFs. Even though each section has an “assigned” LWF, you are free to meet with any of the LWFs in the Legal Writing Center. Because each has taken LARW recently (and done well), the LWFs have a perspective on the course—and on the process of learning legal writing—that will be helpful as you learn these new skills.

At times, I may require you to meet with a LWF to review a particular assignment. To take full advantage of these meetings, please make sure you've reviewed my comments on the assignment before you get together.

### Course Grading

You will receive one final grade for your combined performance during Autumn and Winter Quarters. [This course is subject to UW Law's mandatory grading curve.](#) *You must satisfactorily complete all required assignments and activities, whether graded or not, to pass this course.*

I will sometimes assess ungraded assignments using a “check,” “check plus,” or “check minus” scale. If you receive a “check” or “check plus,” you have satisfactorily completed the assignment. If you receive a “check minus,” you have not yet reached a satisfactory level on the assignment. To receive credit for the assignment—and the course—you must then take the additional steps indicated for that assignment. Usually the additional step will be a meeting with a LWF to discuss the assignment and make improvements.

## **Autumn Quarter**

Graded Assignment—30%

## **Winter Quarter**

Graded Assignments — 60%

## **Overall Class Engagement and Professionalism —10%**

Winter Quarter is weighted more heavily than Autumn (even though it carries two credits instead of three) because I want to base your grade more on the proficiency you ultimately achieve, and less on your early, experimental efforts.

You will turn in most ungraded assignments by uploading them to the course website. Graded assignments will also be turned in to the Office of Academic Services in print form. This course has no final exam.

Late assignments will be penalized unless excused by illness or prior arrangement. Please email me well before the due date if you need an extension on an ungraded assignment and arrange extensions through the Office of Academic Services for final papers that are graded anonymously.

*A note on class engagement:* During both quarters, a percent of your grade will be based on class engagement. Please keep in mind that class engagement can take many forms, including participating in small group activities, participating in class discussions, coming to class prepared, helping your classmates, and putting forth a solid, good-faith effort on ungraded exercises. If you'd like to further discuss ways to engage and participate, please feel free to talk with me.

*A note on professionalism:* As professionals, lawyers are held to high standards—by the ethics rules, by judges, and by their clients. That same professionalism is required in law school. Professionalism includes turning in assignments on time, coming to class on time, asking ahead of time for extensions or other scheduling matters, showing up for scheduled office hours, following assignment instructions, demonstrating that you've tried to find an answer to a question on your own before asking a question, and respecting your classmates and the LWFs. These closely parallel requirements you will face as an attorney, so these are good habits to practice now.

One common example of a lack of professionalism is waiting until the last minute to submit an assignment, only to then run into some kind of computer problem. Computer problems happen. When they happen at the last minute, they generally do not constitute an excuse for a late assignment, just as in practice, they generally will not be excused by a court. Failure to act professionally in any of these or other ways can result in a reduction of this portion of your grade.

### Overview of Autumn Quarter Assignments

LARW includes six assignments during the Autumn Quarter. Only the final assignment—Assignment 6—will be graded, but you must complete all the Assignments to receive credit for the course. The assignments are designed to build your legal writing skills gradually over the course of the quarter in the following way:

1. Learn a skill
2. Practice that skill (in an exercise or ungraded assignment)
3. Receive feedback on your work
4. Learn from that feedback
5. Incorporate a new skill and then repeat steps 2-5.

You will receive feedback on each assignment, though that feedback will take different forms. Sometimes I will provide a “sample” or “model” answer as feedback. In those instances, it is your responsibility to review the model answer and compare it to your own work product. Other times, I will provide general feedback to the entire class on an assignment. It is your responsibility to review your work product in light of that general feedback. Other times, you will receive guided feedback from your peers. It is your responsibility to evaluate that feedback and use it to improve your work product. At any time, I encourage you to meet with me or the LWFs to discuss your work product.

Other times, on larger assignments, I will provide in-depth, written feedback. Do not simply read that feedback or mechanically make my recommended changes. Instead, try to understand *why* a particular change was offered. Treat every suggested change as a *global* change. In other words, if someone suggests that a particular phrasing is confusing, don’t change just that one instance; search through the rest of the document to see if you can find similar writing that could be improved. Only by understanding and internalizing the feedback will you be able to improve your work product the next time around.

With that overall progression in mind, here are the goals for each assignment:

Assignment 1: Apply a single case’s holding to a simple fact pattern using the IRAC structure; receive peer feedback; improve the writing and structure in response.

Assignment 2: Synthesize holdings from multiple cases into a single, coherent rule governing a more complicated legal question.

Assignment 3: Apply the synthesized rule to a more complicated set of facts; practice expressing that application of law to fact through the standard “Issue and Brief Answer” and “Thesis Section” parts of the formal legal memo.

Assignment 4: Use the IRAC structure to apply a more complicated synthesized rule to a more complicated set of facts.

Assignment 5: Use the formal legal memo structure to present facts and multiple legal analyses; receive peer feedback.

Assignment 6: Use previously learned skills—understanding holdings, synthesizing cases, using the IRAC structure, and using the formal memo structure—to apply more complicated law to a more complex factual scenario.

### Legal Research Instruction

We will briefly introduce legal research during the Autumn Quarter. You’ll receive much more thorough instruction on legal research during the Winter Quarter. But this “delay” in instruction

is *not* because legal research is unimportant. Far from it. The ability to research effectively is perhaps the most important skill for a new lawyer.

I therefore strongly recommend that you take advantage of the free legal research presentations put on by Lexis, Westlaw, and Bloomberg here at the law school. Getting that sort of basic, introductory experience during the Autumn Quarter will help you hit the ground running when Winter Quarter comes around. Think of it like learning to drive a car: The training sessions from Lexis, Westlaw, and Bloomberg will show you the pedals, steering wheel, gear shift, wipers, etc. Then in our Winter Quarter class, we can just get in and start driving.

### Honor Code

Please read the [UW Law Honor Code](#), paying particular attention to Chapter 2's discussion of student violations. If you have questions about how the Honor Code applies in a particular situation, please *ask me for clarification*. Legal writing norms surrounding collaboration and plagiarism may not be self-evident, so I encourage you to ask.

- *For each graded assignment*, I will provide specific rules regarding permissible levels of collaboration. All written work must be your own. If you quote or paraphrase from any source, you must provide proper attribution. Though I generally allow (and encourage) you to discuss your general analysis, research, and ideas with your classmates, you cannot copy your classmates' words. Therefore, for graded assignments, do not share or exchange written drafts with your classmates. Violations of these rules constitute Honor Code violations.
- *For ungraded assignments*, I strongly encourage you to discuss your research and analysis with any Legal Writing Fellow, other students in this section, students currently in my other LARW section, students in Prof. McGinnis's, Prof. Cobb's, Prof. Halasz's, or Prof. Ziff's LARW sections (the four of us collaborate a great deal and will have similar ungraded assignments), or your other professors. However, please share ungraded written work only with the Legal Writing Fellows or other students in our section. Though I encourage you to consult with your classmates on ungraded assignments, all written work must be your own, even when not graded. The following people should not review your written drafts at any time: family members, mentors, friends at other schools, other professors, students taking LARW from other professors, or anyone who is not me, a Legal Writing Fellow, or a student in your section. These rules modify Sec. 2-204 of the UW Law Honor Code.
- Because matters of proofreading and style are an important part of what we study in this course, I define "Collaboration" more broadly than Sec. 2-204 does.

### Plagiarism and Attribution

The conventions of legal writing on plagiarism and attribution may be different than those you are used to in other fields. You should expect to provide citations to a law's source whenever you make a statement about the law. Because legal writing involves a lot of statements about the law, you will be providing a lot of citations. That may seem strange at first, but you'll get used to it. You should provide a citation to the source of law even if you are not quoting that source.

Whenever you use the same words as a source you *must* use quotation marks around the words and then attribute the words to the quoted source.

You should *never* copy words from another student's work. Remember this foundational rule: *All written words must be your own.* You may, however, use *ideas* you learn from other people. In the law, legal arguments, methods of structuring a memo, sources of law found during research,

or other ideas are generally open to anyone! So if a peer tells you that she found a great case, you are free to use that case. If you quote the language of that case, however, you must indicate that language with quotation marks and a citation. And likewise, when you rely on that case in your writing you must provide a citation to it, even if you are not quoting it. If you have any questions about plagiarism and attribution, please play it safe and ask me or your LWF.

### Attendance

UW Law's attendance policy requires you to attend at least 80 percent of our class sessions or I may drop your enrollment from this course after the fifth week of the quarter. This course will meet 18 times during the Autumn Quarter, not counting our scheduled conferences during Week 8, so you may miss no more than three classes. (You cannot miss your scheduled conference.)

I encourage you to attend all the classes; this is a hands-on course in which your learning depends on your active participation. The attendance policy allows faculty members to impose stricter attendance standards or other sanctions for nonattendance, including lowering of a grade, and so I will take your level of attendance into account when assigning the participation portion of your final grade.

If you need to miss a class because of a reasonable conflict, please contact me in advance so we can make arrangements for you to complete the work you'll miss. For in-class peer review activities, you cannot skip class and do your own peer review outside of class. Being ready with a draft before class is a prerequisite for obtaining a sanctioned peer review. (And remember the general rules regarding your peers' written work.)

### Access and Accommodation

Your ability to fully participate in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 011 Mary Gates Hall or 206-543-8924 or uwdrs@uw.edu or disability@uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Using Computers and Other Electronic Devices in Class. You may bring cell phones, computers, or other electronic devices to class so long as you use them professionally and responsibly. Most of our in-class workshops will require communication with your classmates rather than lecture-based note-taking. Ultimately, I trust that you take your investment of time and resources in your education seriously and I will not police your online activities during class. Please exercise sound judgment and courtesy to both me and your classmates by using your laptops appropriately.

## Gallagher Law Library

The reference librarians at the Gallagher Law Library look forward to helping you become efficient, effective legal researchers during the next three years. Please get to know them so you will feel comfortable asking them research questions. You can obtain reference support in person by visiting the reference office (located near the Circulation Desk on floor L1), by sending a web/email request, or by calling (206) 543-6794 during business hours. In the next few weeks, please explore the Gallagher Law Library website. Some specific resources you may want to bookmark for use in this course are:

- [Washington State Law research guide](#)
- [U.S. \(Federal\) Law research guide](#)
- [Bluebook 101](#)
- [Legal and General Writing Resources](#)
- [Microsoft Word Tips to Make Your Life Easier](#)

## Tips for Class Preparation

Legal analysis, research, and writing courses are among the most time-consuming and challenging courses offered in law school. Major projects require more time and concentrated attention than you might initially expect, and “undergraduate strategies” like waiting until the night before a paper is due to dash off a first-and-only draft will no longer suffice. Consult the course schedule in advance so you can plan ahead for busy periods, reserving enough time for editing and proofreading. If you feel overwhelmed, please see me or your Legal Writing Fellow. We’ll go over the assignment with you and talk about efficient research and writing habits, including ways to divide the assignment into smaller, more manageable tasks. Remember that your Legal Writing Fellow was in your shoes last year, and I was a 1L once, too; we are here to help.

## Office Hours and Questions

I welcome and encourage you to visit me in office hours, as I enjoy helping you progress in this course and learning more about your goals for law school and beyond. Please feel free to schedule an appointment or just drop by for a visit during normal office hours times. Generally, I’ll post a sign-up sheet outside of my office to schedule appointments for that week so that we can run things more smoothly. I’ll make every effort to meet with you, however, even if appointments are full.

In addition, you are welcome to ask me questions before, during, and after class, and over email. However, two of the skills that I hope you will learn in our class are discretion and professionalism. Before asking a question, please show respect for my time and your time by demonstrating that you have conducted the work to find the answer yourself. Lawyers and clients want to hire lawyers who can figure things out on their own, often with minimal guidance. There’s no better place to practice this professional skill than here in law school.

## Course Schedule

<i>September 24</i>	<b>Week 1 – Introduction to the Lawyer’s Role, Legal Rules, and Case Law</b>
Class 1-1	<p><b>Before Class:</b> Please fill out the <a href="#">online questionnaire</a> and turn into Canvas by 5pm on Monday; Read (1) the <a href="#">course overview and policies</a>, (2) <i>Synthesis</i> Chs. 1A, 1B, &amp; 1C (general description of text; lawyer’s role; the legal system) and Ch. 2 (forms of legal rules), and (3) the No Vehicles in the Park materials; Prepare to discuss “No Vehicles” examples.</p> <p><b>During Class:</b> Introduction to the course, legal writing, and legal rules; “No Vehicles” activity.</p>
Class 1-2	<p><b>Before Class:</b> Review Orin Kerr on <a href="#">“How to Read a Legal Opinion”</a>; Read <i>Synthesis</i> Ch. 3A–D (understanding cases); Read <a href="#">Copier Specialists</a>; Complete the <a href="#">Copier Specialists Workshop</a></p> <p>Please come to class with a statement of the general rule for the enforceability of a noncompetition agreement and a statement of the holding in this case.</p> <p><b>During Class:</b> <a href="#">Introduction to Holdings, Stare Decisis, and Washington courts</a></p>
<i>October 1</i>	<b>Week 2 – Writing Structure and Synthesizing Multiple Cases</b>
Class 2-1	<p><b>Before Class:</b> Read <i>Synthesis</i> Ch. 6 (legal reasoning) and Ch. 7 (IRAC structure and legal writing); Review sample <a href="#">“No Vehicles” IRAC emails</a>; Complete <a href="#">Assignment 1</a> and bring an electronic or paper copy of <a href="#">Assignment 1</a> to class for peer review.</p> <p><b>During Class:</b> <a href="#">Structure of Legal Writing and Rule Fusion (PPT)</a>; <a href="#">Peer review of Assignment 1</a></p>

Class 2-2	<p><b>Before Class:</b> <a href="#">Submit Revised Assignment 1 to Canvas by 9am</a>; Read <i>Synthesis</i> Ch. 3E (rule fusion/synthesis); Read the four additional <a href="#">noncompete cases</a>; Complete <a href="#">Reading Questions</a> for Additional Cases.</p> <p><b>During Class:</b> Review of holdings, rule synthesis, and discuss noncompete cases</p>
October 8	<b>Week 3 – Introduction to the Formal Memo Assignment</b>
Class 3-1	<p><b>Before Class:</b> Review the five noncompete cases and <i>Synthesis</i> Ch. 3E; <a href="#">Complete Assignment 2, your synthesis for the different aspects of the rule, and turn into Canvas by 9am.</a></p> <p><b>During Class:</b> Introduction to the new noncompete assignment and structure of a legal memorandum</p>
Class 3-2	<p><b>Before Class:</b> Read Complaint and Noncompete Agreement; Read Introduction to the Problem; Read <i>Synthesis</i> Ch. 8 on the office memo; <i>Skim Synthesis</i> App’x V (complaint drafting)</p> <p><b>During Class:</b> Continue discussing assignment and structure of legal writing</p>
October 15	<b>Week 4 – The Predictive Legal Memo</b>
Class 4-1	<p><b>Before Class:</b> Read the “complete” record and take notes on how facts might fit into the legal structure from the case law; Read Terry Jean Seligmann, “Why is a Legal Memorandum Like an Onion” and selections on the writing process</p> <p><b>During Class:</b> Small-scale organization of legal memorandum</p>

Class 4-2	<p><b>Before Class:</b> Read sample selections of legal memos; Complete Assignment 3, your draft Issue, Brief Answer, and Thesis Section, and <a href="#">turn into Canvas by 9am.</a></p> <p><b>During Class:</b> Continue developing legal rules and analysis; peer-review of selected portions of memorandum</p>
October 22	<b>Week 5 – Continued Writing; Introduction to Research</b>
Class 5-1	<p><b>Before Class:</b> Complete Assignment 4, your email IRAC on the “necessity” part of the rule and <a href="#">turn into Canvas by 9am;</a> Read WLR Ch. 1(I), (II) (Research Fundamentals and Washington Court System); Review <i>Synthesis</i> Ch. 3B</p> <p><b>During Class:</b> Review of jurisdictions, levels of courts, and stare decisis; Jurisdiction super fun scratch-card game</p>
Class 5-2	<p><b>Before Class:</b> Attend a training session from one of the legal research vendors, Westlaw, Lexis, or Bloomberg.</p> <p><b>During Class:</b> Presentation on research by Reference Librarians; In-class research activity</p> <p><b>After class:</b> Continue your research into the “consideration” issue. E-mail me your best case (i.e., most recent and most relevant Washington Supreme Court case) on the question of whether the additional consideration is sufficient to make the contract enforceable. Also email me the names and citations of two recent Court of Appeals decisions that might be useful. <u>Email me before 5 p.m. October 31.</u></p>
October 29	<b>Week 6 – Revision of Predictive Memo</b>

Class 6-1	<p><b>Before Class:</b> Complete Assignment 5, your first draft of the memo, and <a href="#">turn into Canvas by 9am</a>. You must bring a completed draft to participate in today's peer review.</p> <p><b>During Class:</b> Guided peer review of the memo</p>
Class 6-2	<p><b>Before Class:</b> Continue revising predictive memo;</p> <p><b>During Class:</b> In-class writing exercise and peer review; In-class editing exercise</p>
November 5	<b>Week 7 – Review the Memo; Introduce Final Assignment</b>
Class 7-1	Complete <a href="#">revised Assignment 5 and turn into Canvas by 9am</a> ; Begin reading Assignment 6 materials
Class 7-2	Continue reading Assignment 6 materials; Introduction to final graded assignment and how to use federal cases
November 12	<b>Week 8 – Conferences</b>
Class 8-1 and 8-2	<i>No class this week:</i> Please sign-up for a mandatory conference to discuss your thesis section and annotated outline for Assignment 6. Please come fully prepared.
November 19	<b>Week 9 – Introduction to Legal Citation</b>
Class 9-1	<p><b>Before Class:</b> Read the Blue Pages in <i>The Bluebook</i>; Watch the Canvas videos on proper citation.</p> <p><b>During Class:</b> Citation exercise!</p>

Class 9-2	<i>Thanksgiving Break: No Class</i>
<i>November 26</i>	<b>Week 10 – Sentence-Level Editing and Revisions</b>
Class 10-1	<i>Before Class:</i> Read selections on sentence-level editing; <i>During Class:</i> Sentence-level editing activity
Class 10-2	<i>During class:</i> Guided peer-review activity
<i>December 3</i>	<b>Week 11 – Final Assignment Due; Reflections</b>
<b>Monday, December 3</b>	<a href="#">Submit Assignment 6</a>
Class 11-1	Final panel/reflection class (stay tuned for time and place)