

Revised-2/6/2019

**B557 Graduate Writing Seminar  
Winter (3cr) - Spring (3cr) 2019**

**Professors Elizabeth Baldwin and Dana Raigrodski  
Winter Quarter: Tuesday, 8:30-10:20 am, William H. Gates Hall Room 207  
Spring Quarter: Friday, 1:30-3:20 pm, William H. Gates Hall Room TBA**

**I. COURSE DESCRIPTION**

This seminar prepares students in the Graduate Programs for the advanced individual research aspect of their program by exploring how to select a research topic and construct research questions, how to develop a thesis statement, and how to organize material and develop argumentation around subsidiary questions. Research strategies, questions of US legal scholarship style, writing strategies, and efficient ways to organize sources and references are also covered. Working closely with a faculty advisor, you will individually select your research topics and submit periodic writing assignments, including drafting an abstract, drafting a preliminary table of contents and assertive outline, and submitting a preliminary paper draft. In the latter part of the course, you will make formal presentations of their research and submit a major research paper.

The course (if taking all 6cr) fulfills the writing requirement for the Graduate Law Programs. J.D. candidates and other students interested in research in advanced comparative law may also enroll.

**Course Objectives**

This course assumes no prior knowledge of scholarly legal writing. It is limited to the techniques and approaches for writing a major research paper or a law review article. This course is designed to:

- Help you understand the nature, scope, and objective of U.S. style scholarly legal writing;
- Help you identify suitable topics for a cross-disciplinary research involving more than one legal and social systems;
- Help you think about why you are writing;
- Help you focus on your audience;
- Provide practical steps for creating an efficient research and writing process ; and
- Provide feedback on your drafts to help you create a well integrated scholarly paper of publishable quality.

**Required Course Materials:**

\* EUGENE VOLOKH, ACADEMIC LEGAL WRITING (Foundation Press, 5th ed. 2015) [ISBN 978-1634598880]

\* JOSEPH M. WILLIAMS AND JOSEPH BIZUP, STYLE: LESSONS IN CLARITY AND GRACE (Longman, 12th ed. 2017) [ISBN 978-0-13408041-3]

Students are also held responsible for materials posted to the course website and for messages sent to their UW email addresses using the class email list.

## Research Services Librarians

The Research Services librarians are legal research experts who are dedicated to helping students with research questions, database training, locating academic resources, etc. Visit the library's [UW Law Students page](#) for more information about their services generally. To get help, you can email the Research Services librarians directly at [lawref@uw.edu](mailto:lawref@uw.edu). You are also welcome to visit the Reference Office on L1 to speak with the Research Services librarian on duty. If you have a detailed research question or would prefer to meet privately with a librarian, you may set up an [individual appointment](#).

Disability-related needs: To request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, (206) 543-8924 (V), (206) 543-8925 (TTY). If you have a letter from DRS, please present the letter to me so we can discuss the accommodations you might need in this class.

## II. GRADING POLICY

### Summary

Winter:	Class participation	5%	(5 points)
Winter:	Bibliography	5%	(5 points)
Winter:	Draft Abstract	10%	(10 points)
Winter:	Paper Outline	15%	(15 points)
Spring:	Draft Paper	10%	(10 points)
Spring:	Oral Presentation	5%	(10 points)
Spring:	Final Research Paper	50%	(50 points)
	<b>Total</b>		<b>100%</b>

**\* Course grade for students enrolling for winter only 3 credits will be based on triple the combined scores for winter assignments.**

### Class Participation

**5% (5 points)**

All students are expected to attend all classes; class participation points will be deducted for repeated unexcused absences. We will use a range of teaching methods in this course, including lectures, seminars, writing exercises and class discussion. We assume that you have read and thought about the material assigned for each class.

The course will meet as a class for two hours weekly (unless otherwise noted). All students are expected to devote a weekly 3<sup>rd</sup> hour to individual meetings with their faculty advisor and/or reference librarians and to individual research and writing on their project.

Experience in previous courses suggests that your final result in this course (for your written work) will be affected by how actively you prepare for, and participate in, this course.

**Bibliography****5% (5 points)**

Students will submit a preliminary bibliography including primary sources (int'l, U.S. and foreign as applicable) such as statutory materials, judicial and administrative decisions, international treaties and conventions etc. as well as secondary materials such as articles, books, research papers, reports, etc., in print or digital. See Writing Guide for specific instructions.

**Draft Abstract****10% (10 points)**

Students will draft and re-draft an abstract of 250-300 words stating the claim and overall roadmap of the paper. See Writing Guide for sample.

**Paper Outline****15% (15 points)**

Students will develop a preliminary assertive outline of the paper by the end of winter quarter. See Writing Guide for sample

**Draft Paper****10% (10 points)**

Students will submit a 20 page draft paper to their faculty advisor at the beginning of spring quarter.

**Oral Presentation****5% (5 points)**

During spring quarter each student will give an oral presentation over approximately 15 minutes of his/her research topic.

**Final Paper****50% (50 points)**

Students will submit a major research paper of around 35-40 pages in length (significantly longer papers accepted with faculty approval) demonstrating in-depth analysis and original thought in a comparative area of choice. A separate Writing Guide will be distributed at a later date.

### III. CLASS SCHEDULE AND ASSIGNMENTS

#### WINTER QUARTER:

##### **Class 1 – Jan 8: Topic Selection and Planning Your Research**

- Read Volokh pp.10-27, 35-39, 219-220, 101-119 (in this order)
- **Optional: Watch “Topic Selection” video lecture under Panopto Recordings tab**
- In class: Topic selection worksheet.

##### **Class 2 – Jan 15: Topic Selection and Planning Your Research**

- Foreign and Int’l Law research – guest lecture by the Library Reference Office.
- In class: Testing individual topics.

##### **During the weeks of Jan. 7 – 18 students are expected to**

- Conduct preliminary research to choose topic (meet w/ reference lib)  
[Ask yourself: Is the topic viable-are resources available? (for which meeting with the reference office can help speed things up)].
- Identify a potential faculty advisor and meet to discuss topic selection  
[Ask yourself: Which faculty member has subject matter expertise and may be able to help you with your project. Do they have the time to supervise your project.]
- **Meet with Profs. Raigrodski or Baldwin to discuss proposed topic and faculty supervisor**

**Submit preliminary proposed topic/s and name of proposed faculty advisor to CANVAS by Sunday Jan. 20.**

##### **Class 3 – Jan 22: Topic Selection – Choosing and Making a Claim**

- Continue research to finalize topic (meet w/ reference lib).
- Select a faculty advisor and discuss topic selection.
- Re-read Volokh pp.10-34.
- Read Williams Lesson 7 (pp. 94-109)
- In class: Write a 1-sentence claim/thesis statement for your topic based on your preliminary research.

**Approve final topic with faculty advisor no later than Sunday. Jan. 27.**

**Update CANVAS with your final topic and faculty supervisor as needed (If no change – re-submit same as earlier submission).**

##### **Class 4 – Jan 29: Clear Writing: Actions and Characters**

- Skim Williams Lesson 1 (pp. 2-8), Glossary (pp. 239-246), Lesson 2 (pp. 9-26) [This is meant to provide context and ensure everyone is familiar with specific terminology]
- Williams Lessons 3 & 4 (pp. 28-63)
- In class: Williams Exercises from Lessons 3 & 4

**Submit a 1 or 2-sentence claim/thesis statement to CANVAS by Sunday Feb. 3.**

**Class 5 – Feb 5: CANCELLED DUE TO SNOW**

**Submit draft preliminary abstract to CANVAS by Sunday Feb. 10.**

**Class 5 – ONLINE MAKE-UP**

**No later than Sun. Feb. 10, please watch two recorded lectures on CANVAS:**

**I. Paper/Article Organization**

- Volokh pp. 47-96, 295-300.
- Research strategy handout (on CANVAS) - THE ROMBAUER FRAMEWORK
- Watch “Paper Organization” video lecture under Panopto Recordings tab

**II. Using Sources Correctly, Bibliography, and Academic Ethics**

- Volokh pp. 169-218 (skim over pp. 186-217), 358-366.
- Williams Appendix II (pp. 230-238).
- Sample bibliographies (on CANVAS)
- Watch “Using Sources Correctly and Academic Ethics” video lecture under Panopto Recordings tab

**Class 6 – Feb 12: Pre-Writing – Abstract**

- Volokh pp. 300-304 (section on Introduction also helpful: 60-76).
- In class: sample abstracts
- In class: Continue with Williams Exercises from Lessons 3 & 4

**Submit draft preliminary abstract to CANVAS by Sunday Feb. 17.**

**Class 7 – Feb 19: Pre-Writing – Abstract, Cont.**

- Modify your initial claim and draft abstract if needed based on your research
- Bring 2 hard copies of draft abstract to class.
- In class: Workshop and review individual abstracts in small groups.

**Submit preliminary bibliography for grading to CANVAS by Sunday Feb. 24 (5%).**

**E-mail the bibliography to your faculty advisor + submit a copy to CANVAS**

**Class 8 – Feb 26: Clear Writing: Cohesion, Coherence, Emphasis & Punctuation**

- Williams Lessons 5 and 6 (pp. 64-92) & Appendix I (pp.193-212).
- In class: Williams Exercises from Lessons 5 & 6

**Submit abstract for grading (250-300 words) by Sunday Mar. 3 (10%).**

**E-mail the abstract to your faculty advisor + submit a copy to CANVAS.**

**Class 9 – Mar. 5: The Writing Process – Assertive Outline (Zeroth Draft) & Draft**

- Volokh pp. 97-100.

- Williams Lesson 8 (pp. 113-124)

**Class 10 – Mar. 12: Writing with Grace: Concision, Shape and Elegance**

- Williams Lessons 9,10,11 (pp. 121-174)
- In class: Williams Exercises from Lessons 9,10,11

**Zeroth Draft/ assertive outline for grading due by the end of winter quarter exam period on Sunday March 24<sup>th</sup> (15%). Please e-mail the Outline to your faculty advisor + submit a copy to CANVAS.**

**SPRING QUARTER (COMPRESSED):**

Throughout quarter: verify data, refine claim and precise arguments, and polish writing and style. Meet with faculty supervisor for further feedback and discussion as needed.

**Class 1 – Apr. 5: The Writing Process –Editing and Problems to Watch For**

- During the weeks of April 1- April 12, Individual meetings with faculty supervisor to review outline and progress.
- Volokh pp. 339-356, 120-158, Appendix I (pp.368-375).
- Re-Read Williams Lesson 7 (pp. 94-108)

**Class 2 – Apr. 12:** Student Oral Presentations and group discussion

**Class 3 – Apr. 19:** Student Oral Presentations and group discussion

**Class 4 – Apr. 26:** Student Oral Presentations and group discussion

**20 page draft paper due Sunday April 28 (10%). Please e-mail the Draft to your faculty advisor + submit a copy to CANVAS.**

**Class 5 – May 3:** Student Oral Presentations and group discussion

**Class 6 – May 10:** Student Oral Presentations and group discussion

**Class 7 – May 17:** Student Oral Presentations and group discussion

**Class 8 – May 24:** Student Oral Presentations and group discussion

**Final paper due Sunday May 26 (50%). Please e-mail the Final Paper to your faculty advisor + submit a copy to CANVAS.**