

# Autumn 2018 Syllabus

## **Legal Analysis, Research & Writing LAW A506**

### **Sections E & F – Autumn 2018**

#### **Course Syllabus and Policies**

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#### Class meetings:

Section E: Tuesday and Thursday, 9:00 - 10:20 AM, Room 116

Section F: Tuesday 11:00 - 12:20 PM and Friday 9:00 - 10:20 AM, Room 212

The detailed schedule of assignments is at the end of this document.

#### **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 with a separate grade. In each quarter, you will participate in lectures, workshops, and hands-on activities that will occur both in and out of class. Each quarter will involve multiple assignments but no final exam.

In Autumn, we focus on close analysis of judicial opinions with attention to the role of law and lawyers in the United States. You will learn how lawyers read, evaluate, and use legal authority to solve problems and predict outcomes. There will be a series of short writing assignments designed to help you develop legal analytic skills and the ability to write about legal issues with precision, brevity, and clear organization.

In Winter Quarter, we focus on legal research while continuing to work on legal analysis and writing.

In Spring Quarter, you will practice integrating analytic, research and writing skills in the role of an advocate arguing to a court.

The workload in this class is not evenly paced. Most students find that major writing and research assignments require more time and concentrated attention than they expected, but the workload will be quite light at other times. Consult the assignment schedule in advance so that you can plan ahead for the busy times. At times during the quarter it will seem as if there is more work than can be humanly done in a 24-hour day. This is true for even the most organized among us. If you are feeling overwhelmed, please schedule an appointment with me or your Writing Fellow. As we go over the assignments, we'll talk about developing efficient research and writing habits, including ways to divide projects into smaller, conquerable tasks.

Each LARW section will operate differently, so there may be times when you worry that another section is learning skills that you should be learning. Don't panic! LARW faculty have agreed on overall learning goals and the general types and timing of major assignments, so you should all be on equal footing by the end of the year. You can find our detailed Goals and Objectives here:

<https://www.law.washington.edu/writing/goals.aspx>

(<https://www.law.washington.edu/writing/goals.aspx>). The principal goals for the 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.

### **Required Texts and Materials**

1. Deborah A. Schmedemann & Christina L. Kunz, *Synthesis: Legal Reading, Reasoning, and Writing* (4th ed. 2014). 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.
2. Julie A. Heintz-Cho, Tom Cobb, and Mary Hotchkiss, *Washington Legal Research* (2d ed. 2009).
3. **ONLINE READINGS:** In addition to the required texts below, please also check the course website each week for additional materials that will occasionally supplement readings from your text.
4. **Choose either The Bluebook or The Indigo Book.**

**Bluebook:** *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**. [\\_ \(https://itunes.apple.com/us/app/rulebook/id454619081?mt=8\)](https://itunes.apple.com/us/app/rulebook/id454619081?mt=8)). Our Gallagher Law Library has [prepared a blog post explaining the pros and cons of these three formats](http://gallagherlawlibrary.blogspot.com/2012/08/bluebook-technologies.html) [\\_ \(http://gallagherlawlibrary.blogspot.com/2012/08/bluebook-technologies.html\)](http://gallagherlawlibrary.blogspot.com/2012/08/bluebook-technologies.html). If you're interested in my perspective, I recommend the print version; you'll use it for years and you'll save time while writing on a word processor if you don't have to switch to a different screen or app every time you want to look something up.

**Indigo Book:** *The Indigo Book* arrived on the scene recently. Though *The Bluebook* is the industry-standard citation guide, *The Indigo Book* promises to be "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: <https://law.resource.org/pub/us/code/blue/IndigoBook.html> [\\_ \(https://law.resource.org/pub/us/code/blue/IndigoBook.html\)](https://law.resource.org/pub/us/code/blue/IndigoBook.html). I have not confirmed that *The Indigo Book* lives up to its promise, though students last year used it successfully. In class, I'll refer to "*The Bluebook* rules" by number and example. I suspect *The Indigo Book* will serve you just fine, but you may need to do a bit of cross-referencing to find the relevant rules.

### **Recommended Grammar and Usage Guides**

*This is a list you will want to revisit later in the quarter, when you have a sense of what areas you want or need to study further. Typically, any modern edition of these books will do. Most can be found in the Gallagher Law Library and some in the Legal Writing Center.*

Williams & Bizup, *Style: Lessons in Clarity and Grace* (In my opinion, this is an essential book for anyone who wants to write well! You can buy the 11<sup>th</sup> edition secondhand for about \$10, and it will be on your shelf forever.)

Martha Kolln, *Rhetorical Grammar* (similar to *Style*, this book is all about writing, and not about the law)

Diana Hacker, *A Writer's Reference* (a good reference for grammar and composition fundamentals, not law-focused)

Bryan A. Garner, multiple resources aimed mainly at writing in the legal context: *The Redbook: A Manual on Legal Style*; *Legal Writing in Plain English*; *A Dictionary of Modern Legal Usage*; and *A Dictionary of Modern American Usage*

Terrill Pollman, Judith M. Stinson, and Elizabeth Pollman, *Legal Writing: Examples & Explanations* (2d ed. 2014). For a few years, I used *Examples & Explanations (E&E)* as the primary text for LARW. It's that good. I switched for our class because *Synthesis* is more comprehensive, which means you'll be able to use it for Spring Quarter when we turn to persuasive writing. The *E&E* book is concise and straightforward, and provides examples of legal writing (both effective *and* ineffective) for you to read and judge on your own. If you want a different perspective and help understanding why a certain structure or style is not effective, the examples and explanations in *E&E* are a good place to look.

*Black's Law Dictionary* (available in three formats: free online in the Westlaw legal database while you're a student, as a [smartphone app](http://www.blackslawdictionary.com/home/Mobile.aspx) [\\_\(http://www.blackslawdictionary.com/home/Mobile.aspx\)](http://www.blackslawdictionary.com/home/Mobile.aspx), or in print as full or pocket editions)

John Bronsteen, *Writing a Legal Memo* (2006) (an excellent but expensive book that simply lays out how to structure a legal memo)

Amy E. Sloan, *Basic Legal Research: Tools and Strategies* (6th ed. 2015) (a comprehensive text that includes photos and screenshots of both print and online research resources)

## **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 \(http://www.law.washington.edu/Students/Academics/Grading.aspx#Grade\)](http://www.law.washington.edu/Students/Academics/Grading.aspx#Grade). You must satisfactorily complete **all required** assignments and activities, **whether graded or not**, to pass this course.

I sometimes will assess ungraded assignments using three categories: needs improvement, meets expectations, and exceeds expectations. If you receive a "needs improvement" on the assignment overall, it means 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 I indicate for that assignment. Usually the additional step will be a meeting with a LWF to discuss the assignment and make improvements.

### **Autumn Quarter**

Graded Assignments—35%

### **Winter Quarter**

Graded Assignments — 55%

**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.

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 all quarters, a percent of your grade will be based on class engagement. Please keep in mind that class engagement can take many forms, such as participating in small-group activities, participating in class discussions, coming to class prepared, helping your classmates, putting forth a solid good-faith effort on ungraded exercises, and demonstrating strong improvement over the course of the two quarters. If you'd like to discuss ways to engage and participate, please talk with me.

Obviously, attendance is a crucial part of engagement. By law school and ABA regulation, students must attend at least 80% of scheduled classes. Students who do not attend this minimum percentage may be denied credit for the course. This rule does not mean you are free to skip 19.9% of the classes without consequences, though! If you must miss class, it is your responsibility to arrange to turn in materials on time and/or pick up class handouts. If you want to ensure that your engagement score doesn't suffer from an absence – whether or not it's excused because of illness – you should ask me if it is feasible for you to make up the work that students would otherwise do in class. It helps to know in advance if I need to plan a makeup assignment; therefore, for a planned absence, please let me know well in advance.

**A (long) note on professionalism:** One of my goals for this course is to help you develop a professional identity, because that is something employers care a lot about when they are hiring new lawyers. Eventually, that will mean you have the substantive expertise required to practice law, but for now, professionalism is a mix of good work habits and interpersonal skills that will help you succeed in future employment.

Professional work habits include turning in assignments on time (which might involve building in extra time to make sure you can overcome hurdles such as computer glitches and late busses), coming to class on time and prepared, asking ahead of time for extensions or other scheduling matters, showing up for appointments, and following assignment instructions.

Interpersonal professionalism involves treating your classmates, LWFs, staff, and professors with respect. You can show respect by staying on task during class, by not distracting those around you by using your phone or computer inappropriately, and by speaking with me outside of class if you have concerns that don't necessarily require your classmates' input.

Professionalism also relates to how you handle questions you might have. Part of LARW—and part of law school generally—does not involve learning any specific skill or topic; instead, it involves learning how to figure things out. I model much of this course on the professional dynamic in a small law firm. As

the “senior partner” in this scenario, I’ll do my best to provide clear instructions and the necessary information to you, the “junior associate.” But you’ll undoubtedly have questions along the way. That’s fine! However, before asking a question, please keep in mind that there’s one of me and around 45 of you. Take a moment to consider whether you can figure out the answer yourself. Perhaps the answer is in the syllabus. Perhaps the answer is in an announcement you received last week. Perhaps I addressed the issue in a previous class that you missed, and a classmate could quickly help you out. Perhaps a bit of internet research could provide some information.

Professionals should be mindful about how they communicate. I’m not thin-skinned, but it is a little offensive to have a student ask if he or she missed “anything important” when skipping the last class. You might need to use email in a more formal way than you typically do. For example, don’t simply dash off a “hey prof” question when the mood first strikes, and then find yourself writing a “never mind” email ten minutes later. First try to resolve the question on your own, and then explain your effort (*“I looked at the assignment instructions but....”*) when you ask me the question. When I answer, you should acknowledge that you received the response. I suggest this approach not because I don’t welcome questions, because I want to prepare you for your work as a legal professional. Asking questions from a position of knowledge is part of professionalism. Lawyers and clients want to hire lawyers who can figure things out on their own. And there’s no better place to practice that skill than here in law school.

### **Using Computers and Other Electronic Devices in Class**

You may bring cell phones, computers, or other electronic devices to class so long as you mute any distracting sounds or vibrations. Please avoid using cell phones to send text messages unless you must attend to an important and time-sensitive matter (e.g., family emergency or illness, arranging transportation or childcare, etc.).

I encourage you to bring your computer to class. If you do so, please use it to take notes or to access the internet for purposes relevant to our learning (e.g., practicing online legal research techniques, accessing the course website, taking notes, collaborating on group projects, etc.). Do not use your devices in a manner that inhibits your engagement in the class. I do not want to police your online activities during class, so I ask that you exercise sound judgment and courtesy. However, if I happen to notice inappropriate or distracting internet use during class as I walk around the room, I will take it into account when assigning the engagement portion of your final grade.

### **Resources Outside of Class**

Learning to read, think and write as lawyers do is a difficult process, so we try to offer as much help as you need to progress through that process and this course. Here are some resources you can access outside of class. You are welcome to utilize these resources at any time, unless I specifically instruct you to avoid certain kinds of help on graded assignments.

**Your professor:** I encourage you to visit me during office hours, even if you think your question is really basic or insignificant. I’m here to help, and would much prefer that you don’t wait until a small question turns into an academic crisis. You can also contact me by email, or make an appointment to visit with me at a time outside my normal office hours. I find that office visits are most productive if you come

prepared. I hope you will bring a list of questions or discussion topics, and a printout of your paper if that is the subject of your visit.

**Your legal writing fellow:** You may find that you have questions that seem more appropriately addressed to a peer – albeit a peer with more experience in law school – so we include upper-class Legal Writing Fellows (LWFs) in the LARW program. Your section’s LWF will have office hours every week, and will be prepared to talk with you about anything relating to the work we do in class.

**Legal Writing Center:** Through our Legal Writing Center (located in the Gallagher Law Library, L253) you will have access to the entire cohort of Legal Writing Fellows for all sections. You are welcome to meet with any LWF, especially for research and writing questions that don’t depend on an intimate knowledge of your particular assignment. When you visit with any LWF, keep in mind that his or her role is to help you with Legal Analysis, Research and Writing, and not to serve as a tutor for your other courses.

**Gallagher Law Library:** The reference librarians at 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 seeking their assistance when you have 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 \(https://lib.law.uw.edu/WA.html\)](https://lib.law.uw.edu/WA.html)
- [U.S. \(Federal\) Law research guide \(https://guides.lib.uw.edu/law/uslaws\)](https://guides.lib.uw.edu/law/uslaws)
- [Bluebook 101 \(http://guides.lib.uw.edu/bluebook101\)](http://guides.lib.uw.edu/bluebook101)
- [Legal and General Writing Resources \(https://lib.law.uw.edu/ref/legalwrite.html\)](https://lib.law.uw.edu/ref/legalwrite.html)
- [Microsoft Word Tips to Make Your Life Easier \(http://guides.lib.uw.edu/law/wordtips\)](http://guides.lib.uw.edu/law/wordtips)

### **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, the steering wheel, the gear shift, the wipers, etc. Then in our Winter Quarter class we can just get in and start driving.

### **Course Website**

The Canvas course website for this section will contain schedules, assignments, announcements and supplemental readings. You should check the page every week to see any schedule updates or announcements. I will use the Canvas announcements function for most course-related messages, so please be sure to opt in to notifications that will let you know when I've posted something new. As mentioned above, you will submit most written assignments via Canvas.

### **Academic Honesty**

Legal research and writing rely heavily on thorough documentation of controlling and persuasive authority. Careful scholarship requires that you acknowledge (a) when you use someone else's words, (b) when you paraphrase someone else's words, (c) when you use someone else's idea, (d) when your analysis or conclusion builds on a source, and (e) when your idea about a legal opinion came from a source other than the opinion. In short, you must provide citations to authority not only when quoting from a source, but when using it to develop or support a point you make. Deliberate failure to provide proper attribution constitutes plagiarism and warrants disciplinary action.

Student Conduct in academic matters is governed by the UW Law School Honor Code and the UW Student Conduct Code. Your name or number on a graded assignment is your warrant that the work is solely yours, and that you have properly acknowledged all sources upon which you relied. The entire code is here: <http://www.law.washington.edu/Students/Academics/honorcode.aspx>  
(<http://www.law.washington.edu/Students/Academics/honorcode.aspx>)

These sections are especially noteworthy:

Section 2-201. A student may not incorporate into work the student offers for credit passages taken either word for word or in substance from work of another person unless the student credits the original author and identifies the original author's work with quotation marks and footnotes or with an appropriate written explanation.

Section 2-202. A student may not offer for credit as the student's work any work prepared by another person. . . .

Sec. 2-204. A student may not offer for credit or other academic or professional benefit work prepared in collaboration with another person unless the student secures the written permission of the instructor or other person in charge in advance of submission. Unless the instructor or other person in charge so states in a written instruction, a student does not prepare work in collaboration with another person if the student merely discusses with such other person matters relevant to the work in question. "Collaboration" as used here requires that the collaborator has made substantive written or dictated contributions to the work submitted. It does not encompass mere proof reading which makes grammatical, spelling, or stylistic recommendations.

Individual faculty members may modify the application of the Honor Code for their courses. For this course, I will modify the Code's limited definition of *collaboration* in Sec. 2-204. Specifically, collaboration will include not just giving or receiving substantive contributions, but also advice in the form of proof reading, grammar, spelling and stylistic recommendations. I will encourage – even require – collaboration on many aspects of most assignments. However, each major project submitted must be your own

original work, drafted, typed and proof-read by you. When the time comes, I will provide specific rules about collaboration on your major graded assignments.

### **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 \(mailto:uwdrs@uw.edu\)](mailto:uwdrs@uw.edu) or [disability@uw.edu \(mailto:disability@uw.edu\)](mailto: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.

### **Course Evaluation**

Pursuant to faculty policy, several days before your last class meeting you will receive an email from the UW Office of Educational Assessment containing a link to the online course evaluation. Students can access and complete the online course evaluation on their laptops during or outside of class.

## **Autumn 2018 Schedule of Assignments**

This schedule is subject to minor changes, and supplements the Syllabus and Course Policies document.

LARW sections meet on different days of the week, so this schedule uses Week - Class designations instead of specific dates. For example, the second class of week 3 will appear as Class 3.2. Classes meet Tuesday and Thursday, 9-10:20 a.m., room 116, for Section E, and Tuesday 11-12:20 p.m. and Friday 9-10:20 a.m., room 212, for Section F.

*Synthesis* refers to the main text, Deborah A. Schmedemann & Christina L. Kunz, *Synthesis: Legal Reading, Reasoning, and Writing* (4th ed. 2014). *WLR* refers to Julie A. Heintz-Cho, Tom Cobb, and Mary Hotchkiss, *Washington Legal Research* (2d ed. 2009).

### **WEEK ONE (September 24): Introduction to Legal Systems and Legal Analysis**

#### **Class 1.1**

- Read *Synthesis* Chapters 1 and 2.
- Review the Course Syllabus and Policies document.

## Class 1.2

- Read *Synthesis* Chapter 3A through 3D.

On the course website:

- Complete the [Student Questionnaire \(https://canvas.uw.edu/courses/1222500/assignments/4413106\)](https://canvas.uw.edu/courses/1222500/assignments/4413106).
- Read 📄 [Kerr, \*How to Read a Judicial Opinion\*](https://canvas.uw.edu/courses/1222500/files/50789074/download?wrap=1).  
(<https://canvas.uw.edu/courses/1222500/files/50789074/download?wrap=1>)
- Read the fact pattern for the 📄 [“Water Hazard”](https://canvas.uw.edu/courses/1222500/files/50789396/download?wrap=1)  
(<https://canvas.uw.edu/courses/1222500/files/50789396/download?wrap=1>) memo.
- Read and brief 📄 [Degel v. Majestic Mobile Manor](https://canvas.uw.edu/courses/1222500/files/50789087/download?wrap=1)  
(<https://canvas.uw.edu/courses/1222500/files/50789087/download?wrap=1>), and bring a copy (print or electronic) to class. See *Synthesis* 30-36 for case-briefing guidance.
  - [By 9 a.m. the day after your class meets, submit your brief of Degel](https://canvas.uw.edu/courses/1222500/assignments/4424327)  
(<https://canvas.uw.edu/courses/1222500/assignments/4424327>) to Canvas. It should be revised to reflect the work you did in class.

## WEEK TWO (October 1): Introduction to Case Synthesis

### Class 2.1

- Read *Synthesis* Chapter 3E.
- Optional reading: *Washington Legal Research (WLR)* chapter 5. If you want more context on case reading, this chapter can be a helpful review of what we covered last week: reading judicial opinions.
- On the course website, read and brief 📄 [McMann v. Benton County](https://canvas.uw.edu/courses/1222500/files/50789088/download?wrap=1)  
(<https://canvas.uw.edu/courses/1222500/files/50789088/download?wrap=1>). (Although you do not need to submit this brief, you may ask your LWF for feedback if you think it would help you. But the real focus for this class is the next step: fusing cases.)
- Think about how the *McMann* case relates to *Degel v. Majestic Mobile Manor*, and to the Water Hazard fact pattern. *Synthesis* 3E introduces this process as “fusing cases,” and you should use that material for guidance. Consider the jurisdiction, the hierarchy of courts, and the language the two courts use for rules and holdings. Try to identify patterns or categories of facts that seem to influence the courts’ decisions. Using all this information, begin to prepare 📄 [a chart](https://canvas.uw.edu/courses/1222500/files/50938434/download?wrap=1)  
(<https://canvas.uw.edu/courses/1222500/files/50938434/download?wrap=1>) (link to a sample format) that compares *McMann’s* and *Degel’s* significant facts, issues, rules, and holdings. If you are ready, fold in the Water Hazard fact pattern, looking for similarities and differences between it and the two cases. You will continue working on the chart in class.

- [After class but before 8 p.m. today, submit your workshop report \(including the synthesis chart\) \(https://canvas.uw.edu/courses/1222500/assignments/4424502\)](https://canvas.uw.edu/courses/1222500/assignments/4424502) to Canvas.

## Class 2.2

- Read *Synthesis* Chapter 7.
- Using the organizational principles from this chapter, write an analysis of the Water Hazard problem, and bring it to class.
  - [Submit your Water Hazard Analysis to Canvas before class today. \(https://canvas.uw.edu/courses/1222500/assignments/4424510\)](https://canvas.uw.edu/courses/1222500/assignments/4424510)

## WEEK THREE (October 8): Legal Reasoning and the Universe of Legal Authority

### Class 3.1

- Read *Synthesis* Chapters 4, 5, and 6. Please focus mainly on chapter 6; we're reading chapters 4 and 5 for broad overview purposes, and will return later to statutory interpretation techniques.
- Optional reading: *WLR* Chapters 3 & 4 can be a useful supplement to the reading from *Synthesis*.

### Class 3.2

- Read [Problem Two \(https://canvas.uw.edu/courses/1222500/modules/1244469\)](https://canvas.uw.edu/courses/1222500/modules/1244469) directions and hypothetical, on course website. Read and brief or chart cases as instructed in Problem Two. Here is a 🗺️ [chart shell \(https://canvas.uw.edu/courses/1222500/files/51174835/download?wrap=1\)](https://canvas.uw.edu/courses/1222500/files/51174835/download?wrap=1), along with some more information about using charting as an analytic tool. Please read it before October 16, but I provide it here in case you want to get started with a chart.

## WEEK FOUR (October 15): Complex Case Synthesis and the Predictive Memorandum

### Class 4.1

- Read and brief or chart cases as instructed in Problem Two.
  - [Submit your Problem Two workshop report to Canvas by 8 p.m. today. \(https://canvas.uw.edu/courses/1222500/assignments/4424513\)](https://canvas.uw.edu/courses/1222500/assignments/4424513)

### Class 4.2

- Read *Synthesis* Chapter 8.
- Using the guidance in this chapter, write a draft of the Statement of Facts for your Problem Two memo. Bring a paper copy to class. You will work on an Issue and Short Answer during class.

- [After class but before 8 p.m. today, submit to Canvas your draft Issue and Short Answer, and Statement of Facts for Problem Two](https://canvas.uw.edu/courses/1222500/assignments/4424514)  
(<https://canvas.uw.edu/courses/1222500/assignments/4424514>).

## WEEK FIVE (October 22): Writing for Readability; Explaining the Rule

### **Class 5.1**

- Read *Synthesis* Appendix II. This is dense but very important material. The appendix tells you a great deal about grammar and style principles that matter to people who write for a living (as most lawyers do). For a few of you, it will provide useful review of what you know already. For others, there will be points that you've not been taught before. If you see new information, don't panic: you don't have to learn everything at once! See what you can master quickly, and make a note of topics to which you want to return. Then return to this reading as time permits, and ask for help if you need it.
- Draft a paragraph that introduces and explains the broad rule(s) that a Washington court would use to resolve the question in Problem Two. Bring a paper copy to class. (You should introduce the main elements of the Special Relationship Exception, but save for another paragraph the more detailed explanation of those elements.)

### **Class 5.2**

- Continue working on Problem Two.

## WEEK SIX (October 29): Finalizing the Predictive Memo; Introduction to Legal Research

### **Class 6.1**

- Complete a draft of your Problem Two analysis; bring a paper copy to class for in-class peer review.

### **Class 6.2**

- Revise your Problem Two analysis, using the feedback you received in the peer review.
  - Submit your **final Problem Two analysis**  
(<https://canvas.uw.edu/courses/1222500/assignments/4424515>) before 9 a.m. on Friday, Nov. 2.
- Read *WLR* Chapters 1, 2, & 7. (Familiarity with the resources is the goal here; don't attempt to memorize this material.)
- Bring your Westlaw and Lexis passwords to class, along with a laptop or tablet you can use for electronic legal research.

## WEEK SEVEN (November 5): Integrating Research; Final Assignment Introduction

## Class 7.1

- Complete Problem Three (update and revise your Problem Two analysis, incorporating research findings).
  - [Submit Problem Three to Canvas before class](https://canvas.uw.edu/courses/1222500/assignments/4424520) (<https://canvas.uw.edu/courses/1222500/assignments/4424520>).
- Read Problem Four final graded memo instructions, and begin reading cases as instructed.

## Class 7.2

- Work on Problem Four as directed; Reading TBA.

## WEEK EIGHT (November 12): Conferences

No classes this week. Instead, each student will meet with me individually to present his or her approach to the Problem Four assignment. You should expect to spend at least 4 hours preparing for your meeting; you must analyze the case law and the factual record, think about your approach, and organize and draft an annotated outline of the authorities. This meeting is a requirement for course credit. You will not get credit for this meeting if you are not fully prepared. Signup details TBA.

## WEEK NINE (November 19): Legal Citation

### **Class 9.1:** Bring your Bluebook to class.

- Read *Synthesis* Appendix III
- Read 🗨️ [Washington Courts Style Sheet](https://canvas.uw.edu/courses/1222500/files/51137074/download?wrap=1) (<https://canvas.uw.edu/courses/1222500/files/51137074/download?wrap=1>).
- Read the Bluebook's "Bluepages" section, paying particular attention to rules B1-B4, B8-B9, B11-B-12, and Table TL.3 (entry for Washington)
- As time permits, watch the 4 Canvas videos Prof. David Ziff created on citation. You will find them under the Panopto Recordings tab on the left of the home page.

### **Class 9.2: No class today. Happy Thanksgiving!**

## WEEK TEN (November 26): Sentence-Level Editing and Revisions

### **Class 10.1**

- Complete a near-final draft of Problem Four. Remember to read this before you write: 🗨️ [Format and Structure for the Problem Four memo.pdf](#)

<https://canvas.uw.edu/courses/1222500/files/52143576/download?wrap=1> .

- Bring a paper copy to class for peer review. To get maximum benefit from the exercise, the draft should be reasonably polished and final.
  - **[Submit Problem Four draft before class](#)**  
<https://canvas.uw.edu/courses/1222500/assignments/4424524> . (You will not receive feedback on this; it is a deadline to keep you accountable for making progress on the assignment.)

## **Class 10.2**

- Q & A regarding Problem Four.

WEEK ELEVEN (December 3): Final Assignment Due; Reflections

**Monday, December 3: Final assignment due for both sections.**

- **[Submit Problem Four to Canvas by 10:00 a.m](#)**  
<https://canvas.uw.edu/courses/1222500/assignments/4424529> . *This electronic submission will serve as proof of timely completion, and is for your convenience—to avoid making you rush into school before your first class to print and submit the paper.*
- **[Please submit an identical version in paper form to Academic Services by 4 p.m](#)**  
<https://canvas.uw.edu/courses/1222500/assignments/4424541> . *Use your anonymous fall exam number; this is the one I will grade, and it must be anonymous.*

**Class 11.1** Reflecting on the quarter; assignment TBA.