

Law B550 B
American Legal System & Method
Autumn 2021
Part II (4 credits)*
Instructor Carrie Sanford

Class Hours: MW 3:30pm-5:20pm; Room 127

[*course sessions for Part I (2 credits) of Introduction to the American Legal System met via Zoom all weekdays from 9/7-9/17, 2021]

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Office Hours: by appointment

Course Description and Goals

Welcome to B550 American Legal System & Method! This course provides an integrated introduction to the U.S. legal system, legal analysis, and legal research and writing. It is designed for persons who need an overview of the history and principal characteristics of the American public and private law systems, as well as experience using American law sources and developing the fundamental research, analysis, and drafting skills expected of those engaged with the American legal system.

Part I provides an overview of the common law method and origins of the American legal system. It then turns to the constitutional framework and to the structure and functions of federal legal institutions: The Congress, the President, administrative regulatory agencies, and the federal courts. It also examines the federal system in the United States, including the interaction of federal with state law and the respective roles of federal and state courts, as well as the basics of court jurisdiction, procedures, and the jury trial. In addition, students study those areas of substantive law required for a foundational understanding of the U.S.-American legal system, especially property, contract, and tort law. **Part II** focuses on the essential principles of the case-law method and to legal reasoning based on the interpretation of cases and statutes. The course also teaches the sources and techniques for basic legal research, and hones students' ability to research and write about complex legal issues in a variety of settings through a series of written assignments.

Learning Objectives

By the end of this course students will be able to demonstrate a fundamental understanding of the following:

1. The basic structure and principles of the American Legal System, including
 1. fundamental principles related to separation of powers, supremacy, and jurisdiction
 2. structure of government and courts
 3. key aspects of common law reasoning and common law subjects such as property, contracts and torts
2. U.S. legal research skills:
 1. Find a given legal authority
 2. Research a legal problem
3. US. legal analysis skills:
 1. Determine relative weight of authority
 2. Synthesize legal rules
 3. Apply law to facts and predict outcomes
4. US. legal writing skills:
 1. Write according to U.S. legal writing style & conventions (attribution, citation, style, clarity, and conciseness)
 2. Organize and draft a standard, objective, and predictive inter-office memo
 3. Write a U.S. style scholarly paper that defends a position on a U.S. legal issue (persuasive writing)

Required Course Materials

In addition to print copy of the required textbooks that can be found at our UW Bookstore, e-copies are available for purchase on [Vitalsource.com](https://www.vitalsource.com). You may also be able to obtain a Kindle version on Amazon

- Toni Jaeger-Fine, *American Legal Systems* (3rd 2020) (ISBN: 978-1-5310-1795-8)
<https://www.vitalsource.com/products/american-legal-systems-a-resource-and-reference-toni-m-jaeger-fine-v9781531017965>
- Terrill Pollman, Judith M. Stinson, & Elizabeth Pollman, *Legal Writing: Examples & Explanations* (3d ed. 2019) (ISBN 978-1-4548-9122-2) [Hereafter: PSP]
<https://www.vitalsource.com/products/examples-amp-explanations-for-legal-writing-terril-pollman-judith-m-v9781543806847?term=978-1-4548-9122-2>
- Beau Steenken & Tina M. Brooks, *Sources of American Law: An Introduction to Legal Research* (5th ed. 2021), <https://www.cali.org/books/sources-american-law-introduction-legal-research#> (Open Educational Resource—free; also available as a PDF on Canvas in “Module 00-Admin & Syllabus”)
- *The Bluebook: A Uniform System of Citation* (21st ed. 2020) (ISBN-13: 978-0-578-66615-0)
<https://www.legalbluebook.com/>
- Gallagher Law Library Research Guides and Student Services, <https://guides.lib.uw.edu/law/lawstudents>
- Gallagher Law Library Research Videos, <https://guides.lib.uw.edu/law/gallaghervideos>
- Subscription to Core Grammar for Lawyers (online grammar training—see appendix)
- Westlaw/Lexis/Bloomberg passwords (*If you are having technical problems accessing these systems or do not have a password, please write to Law Library Reference lawref@uw.edu*)

Classroom Community

My goal is to create an inclusive classroom where all students feel welcomed and invited to learn. It is important to me that all members of the class feel supported and respected. I believe that mutual respect is the foundation of collaboration. To that end, I will have a brief, anonymous survey on the first day of class to help me learn what makes a classroom feel inclusive for you.

As a “skills” course, students should expect to receive lots of feedback and also expect to make mistakes. Everyone makes mistakes, including me. As you will hear me say often, mistakes are how we learn. Therefore, when I provide feedback, please know that my goal is to invite learning.

Campus Resources and Support

UW has a variety of resources dedicated to student well-being. Please visit this page to learn more: <https://wellbeing.uw.edu/>. UW also has a program called Safe Campus that you can learn more about here: <https://www.washington.edu/safecampus/> Finally, please know that you can always contact our Dean of Students Anna Endter at aendter@uw.edu for assistance in finding resources or support.

Podcasting and Recording of Lectures and Class Discussions

Lectures are provided for instructional purposes only and remain the intellectual property of the instructor. All other uses are prohibited. The majority of class sessions in this course will meet live, and you are expected to attend in person. As a courtesy to those who are unable to attend a class session in person due to illness or for other reasons—or for those who want to review something that was said in class—the class will be recorded via Zoom and available to be reviewed by students enrolled in the class. **Continued enrollment in this course is considered consent to being audio- and video-recorded for this purpose.**

Course Grading

While course grades will be based primarily on a student's written work (80%), class participation will carry significant weight (20%) in my final evaluation. In recognition of work-life balance issues during the pandemic, participation can take many forms. If you are concerned about your ability to participate fully please contact me.

Please read the syllabus **carefully** for both the distribution dates and due dates of assignments. If you must miss class, it is your responsibility to turn in materials on time and/or pick up class handouts. All late papers, except those with professor-approved excuses, will be penalized as described below.

In-class participation is crucial for understanding the course materials. Questions and discussion are encouraged and expected. Participation can also include questions or commentary offered via e-mail or in other written form. Again, class participation will account for 20% of the final course grade.

You will receive a numerical grade for this class, with 4.0 being the highest grade and 2.7 being the lowest grade for which academic credit is given. "Honors" grades (3.7 to 4.0) are not limited. Students who turn in assignments on time, demonstrate superior academic effort, and actively participate in learning will be rewarded.

Your final course grade will be determined as follows:

20%—class participation (*see description below)

5%—complete Core Grammar pre-test, exercises, & post-test. To receive full credit, you must achieve a score of 80% or higher on post-test.

6%—timely completion and posting of each research exercise (3 total at 2% each) (no later than 48 hours after the class in which the assignment was introduced.)

4%—case synthesis chart for memo #1 (includes the cases you find for your semi-open predictive memo)

10%—memo #1 (semi-open, predictive memo on criminal, statutory issue; you will first research the problem independently, but you will write the memo in light of our recommended selection of interpretive cases)

10%—memo #2 (same law as memo #1, but new client & facts)

5%—email memo (predictive, closed universe, common law issue)

40%—open, persuasive, short research paper (synthesis of all skills: research, analysis, and writing—states and defends a clear thesis statement that answers your professor-approved, research question about a narrow issue of U.S. law)

***The 20% participation grade is given at my discretion.** Full points reflect *active engagement and participation* including:

- in-class discussions of readings and issues (5%);
- any group work, peer review, or discussion breakouts (5%);
- the completion and discussion of each in-class research exercise (5%); and
- on-time completion and submission of all required assignments (5%).

Submitting Assignments

Unless otherwise directed, all assignments should be submitted through the upload function on the CANVAS course website. **I will subtract points for late assignments (at my discretion) unless I pre-approved the late submission.**

Academic Conduct

By deciding to study at this university, you have entered an academic community that has distinctive rules and customs. Specifically, the Law School Honor Code sets strict rules governing academic conduct. Each assignment submitted must be your original work, drafted by you. You are expected to make references to the ideas of others, but you must always alert the reader when you are using someone else's ideas. This is not just a matter of politeness. It is a formal rule of academic conduct at the University of Washington.

Access and Accommodation

Your experience 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 in this course. 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 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.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>.

READINGS, RECORDED MODULES & ASSIGNMENTS

For each class you are expected to (in order): (1) Read assigned readings below; (2) If applicable, watch pre-recorded class module; (3) Attend class at designated day and time.

American Legal Research: Locating and Ranking Legal Authority

Class 1 (Mon. Sept. 27): Welcome and Introduction and Overview of U.S. Legal System

* Students who did not attend Transnational Institute should read and watch the videos closely. Other students can read and watch mostly for review

- Readings:
 - Fine, American Legal Systems, Ch. 2 (only pp. 15-38), Ch. 1 (only pp. 9-11), & Ch. 5 (only pp. 67-107)
 - Reading and Briefing Cases handout (includes Case Brief Template), available on CANVAS in Module 1
 - Orin S. Kerr, *How to Read A Legal Opinion A Guide for New Law Students*, 11 Green Bag 2d 51 (2007), http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1160925
 - (skim) Study Skills Guide, available on CANVAS in Module 1.
- Watch recorded Modules (if did not attend Transnational Institute):
 - American Legal Education and the Law School Classroom
 - Overview of the American Legal System
 - Reading and Briefing Cases
- In class:
 - Welcome to B550 and First Day Business

COMPLETE by Mon. Oct. 4: Core Grammar for Lawyers pre-test & begin working on exercises assigned to you by the Core Grammar program (these are based on your score). NOTE: Plan to complete all assigned exercises on Core Grammar for Lawyers and take the post-test by Wed. Oct. 27 (see Appendix for directions and explanations about how to use Core Grammar for Lawyers.)

Class 2 (Wed. Sept. 29): Overview - cont., + Introduction to Explaining & Identifying U.S. Legal Authorities

- Readings:
 - Fine, American Legal Systems, Ch. 3 (only pp. 39-48), Ch. 4 (pp. 55-65) & Ch. 5 (only pp.73-77) & review pp. 9-11.
 - Steenken & Brooks, Sources of American Law, The United States Legal System, 1 (pp. 1-17).
- Read and brief the mock cases in Pollman, Legal Writing, Appendix A (pp.377-83): (1) *People v. Harris*; (2) *People v. Tompkins*; (3) *People v. Newton*. Use Case Brief Template on CANVAS for guidance. [You will need them to follow the lessons and exercises in Pollman and in this class.]
- Watch recorded Module: Introduction to Legal Sources and Basic Citations
- In class:
 - Discussion of case briefs

- Discussion of American Legal Systems & Introduction to citation system
- Begin Exercise # 1- Explaining & Identifying Authorities (not graded)

NOTE: PLEASE SUBMIT TO CANVAS by Friday, Oct. 1, FIRST DAY QUESTIONNAIRE. You can find it under the Assignments tab in CANVAS. Thank you!

Class 3 (Mon. Oct. 4): Identifying and retrieving known citations

- No new readings; focus on completing Core Grammar for Lawyers *pre-test*.
- Make sure to activate Westlaw/Lexis/Bloomberg passwords before class.
- In class:
 - Finish Exercise # 1 (not graded)
 - Begin Exercise # 2 (Part A—not graded)

Class 4 (Wed. Oct. 6): Ranking Legal Authority – Part I

- Readings:
 - Fine, American Legal Systems, (review) pp. 9-11, Ch. 6 (pp. 121-9)
 - Pollman, Legal Writing, Choosing Authority, Ch. 4 (pp. 27-42)
 - (review) Steenken & Brooks, Sources of American Law, Ch. 1.
- Watch recorded Module: Ranking Legal Authority – Overview
- Homework before class: finish Exercise #2 (Parts B, C, & D—not graded)
- In class:
 - Exercise #2 & Ranking legal authority discussion

Class 5 (Mon. Oct. 11): Ranking Authority – Part II.

- Reading: No new reading
 - (Review) Fine, American Legal Systems, pp. 9-11, Ch. 6 (pp. 121-9)
 - (Review) Pollman, Legal Writing, Choosing Authority, Ch. 4 (pp. 27-42)
 - Complete Exercises 1.6.1, 1.6.2, & 1.6.3 in Steenken & Brooks, Sources of American Law, The United States Legal System, Ch. 1 (not graded or submitted through Canvas—assigned for your home practice)
- In class:
 - Discussion of Steenken & Brooks exercises from Ch. 1

Class 6 (Wed. Oct. 13): The Importance of Researching Secondary Sources

- Readings:
 - Steenken & Brooks, Sources of American Law
 - Introduction to Electronic Research, Ch. 2 (pp. 23-32)
 - Secondary Sources, 8 (pp. 152-76, chapter and CALL exercises optional)
 - (skim/browse) Gallagher Library Research Guides <https://guides.lib.uw.edu/law/guides>
 - Legal Research (Not Topic Specific) > Secondary Sources
 - Using Westlaw, Lexis Advance, & Bloomberg Law, <https://guides.lib.uw.edu/bigthree>
 - (review) Fine, American Legal Systems, (pp. 9-11)
- Watch Gallagher Law Library Research Video: [Help! I Have Too Many Results! -- Tip: Use Secondary Sources](#)
- In class:
 - *Research Exercise -- Finding and Understanding Secondary Sources*
 - Make sure to have your Westlaw/Lexis/Bloomberg passwords
 -

SUBMIT TO CANVAS, no later than 48 hours after class -- Exercise: Finding and Understanding Secondary Sources (each student must individually post own work) (2%)

Class 7 (Mon. Oct. 18): Primary Legal Authority – Legislative & Regulatory Authorities

- Readings:
 - Fine, American Legal Systems, Ch. 3 & 4
 - Steenken & Brooks, Sources of American Law, Constitutions & Statutes, Ch. 3 (pp. 34-68) & Administrative Regulations, Ch. 5 (pp. 98-120) (chapter and CALI exercises optional)
 - (skim/browse) Gallagher Library Research Guides <https://guides.lib.uw.edu/law/guides>
 - Legislation
 - Federal Legislative History; Legislative Process; Staying Current; U.S. (Federal) Laws
 - Regulations
 - S. Administrative Law research
- Watch Gallagher Law Library Research Video: [Retrieving Congressional Reports & Hearings](#)
- In class
 - Research Exercise -- *Finding, Updating, and Understanding Sources of Legislative & Regulatory Authority*

SUBMIT TO CANVAS, no later than 48 hours after class -- Exercise: Finding, Updating, and Understanding Sources of Legislative & Regulatory Authority (each student must individually post own work) (2%).

Class 8 (Wed. Oct. 20): Primary Legal Authority – Case Law

- Readings:
 - Fine, American Legal Systems, Ch. 6
 - Steenken & Brooks, Sources of American Law, Judicial Opinions & Common Law, Ch. 4 (pp. 70-97, chapter and CALI exercises optional)
 - (skim/browse) Gallagher Library Research Guides <https://guides.lib.uw.edu/law/guides>
 - Judicial Branch Publications, <http://guides.lib.uw.edu/law/judicialpubs>
 - Washington State Court Opinions and Related Sources, <http://guides.lib.uw.edu/law/WAcourts>
- Watch Gallagher Law Library Research Video: [Help! I Have Too Many Results! Tip: Use Document Fields \(Segments\)](#)
- In class: *Research Exercise -- Finding and Understanding Case Law*

SUBMIT TO CANVAS, no later than 48 hours after class -- Exercise: Finding and Understanding Case Law (each student must individually post own work) (2%).

Class 9 (Mon. Oct. 25): Subject Area Research Lab

- Readings:
 - Steenken & Brooks, Sources of American Law
 - (review) Introduction to Electronic Research, Ch. 2.
 - Advanced Electronic Research, Ch. 7 (pp. 136-51)
 - (review) Gallagher Library Research Guides <https://guides.lib.uw.edu/law/guides>
 - **Using Westlaw, Lexis Advance, & Bloomberg Law**, <https://guides.lib.uw.edu/bigthree>
- Watch Gallagher Law Library Research Video: [Help! I have Too Many Results! Getting Search Terms Closer Together](#)
- In class:
 - Discussion of selected exercises from Steenken & Brooks, 7: exercises on researching a client problem when the law is unfamiliar
 - Exploration of natural and Boolean searches

NOTES: Prof. distributes memo #1 problem (semi-open predictive memo assignment)

Case synthesis chart for memo #1 due Friday, Nov. 5, by 11:59pm (4%)

Memo #1 due Tue. Nov. 16, by 11:59pm (10%).

U.S. Legal Analysis & Writing

Class 10 (Wed. Oct. 27): Intro to U.S. Legal Analysis (IRAC) in Predictive Writing

- Readings:
 - Pollman, Legal Writing,
 - Office Memos, Ch. 3 (pp. 21-25)
 - Interpreting Statutes, Ch. 5 (pp. 43-56);
 - Organizing the Discussion, Ch. 6 (pp. 57-76)
 - (skim) Fine, American Legal Systems, pp. 135-46 6(A) & (B)
- In class:
 - identifying types of rules
 - outlining and identifying elements and components of statutes
 - understanding rules in context
 - interpreting statutes

COMPLETE all Core Grammar for Lawyers assigned exercises and post-test by Wed. Oct 27 (Nothing to submit on Canvas—your professor can view your progress and scores on Core Grammar website)

Class 11 (Mon. Nov. 1): IRAC (R)—Rules in Legal Analysis.

- Readings:
 - Pollman, Legal Writing,
 - Constructing a Rule, Ch. 7 (pp. 77-96);
 - Stating and Explaining the Rule, Ch. 8 (97-112);
 - Writing the Introduction to the Discussion, Ch. 12 (pp. 145-62)
 - (skim) Starting Paragraphs Powerfully, Ch. 28 (pp. 337-46)
- In class:
 - charting case law & synthesizing rules
 - outline/sketch rule and rule explanation for cell phone problem in Pollman

Class 12 (Wed. Nov. 3): IRAC (A)—Application in U.S. Legal Analysis.

- Readings:
 - Pollman, Legal Writing,
 - Ch. 9, Applying the Law: Fact Based Analysis (pp. 113-22);
 - Ch. 10, Applying the Law: Analogical Analysis (pp. 123-34);
- In class:
 - outline/sketch application for cell phone problem in Pollman

SUBMIT TO CANVAS by Friday, Nov. 5, by 11:59pm: cases chart for semi-open predictive memo (4%)

Class 13 (Mon. Nov. 8): Part 1: IRAC (I)—Issue Statements in U.S. Legal Analysis; Part 2: Introductions, Short Answers & Facts

- Readings:
 - Pollman, Legal Writing,
 - Ch. 13, Writing the Question Presented (Issue statement) (pp. 163-76);
 - Ch. 12, Writing the Brief Answer (pp. 177-88)
 - Ch. 15, Writing the facts (pp. 189-202)
 - (skim) Ch. 16, Writing the Conclusion (pp. 203-12)
- In class:
 - quick review and self-correct of cases chart for semi-open predictive memo
 - outline/sketch issue, short answer, facts for cell phone problem in Pollman
 - final review of expectations for and questions about Memo # 1

Wed. Nov. 11, NO CLASS IN OBSERVANCE OF VETERANS DAY. However, please read as part of your preparation for writing your memo:

- Readings:
 - Pollman, Legal Writing,
 - Writing Concisely, Ch. 28 (pp. 339-49)
 - Transitions and Coherence, Ch. 29 (pp. 353-61)
 - (skim) Transitioning to Legal Writing, Ch. 2 (pp. 9-18)
 - (review) Starting Paragraphs Powerfully, Ch. 27 (pp. 329-36)

Class 14 (Mon. Nov. 15): Paraphrasing & Attribution

- Readings:
 - LWI, Law School Plagiarism vs. Attribution, available on Canvas in Modules
 - UW Law School Honor Code: Subchapter 2-200. Academic Dishonesty, <https://www.law.washington.edu/Students/Academics/HonorCode.aspx>
- In class:
 - Paraphrasing and attribution presentation, discussion, and exercises
 - Bring Bluebooks for review of Bluebook Rule 5—Quotations
 - Review of quoting rules as taught and tested in Core Grammar program

REMINDER—SUBMIT TO CANVAS by Tue. Nov. 16, at 11:59pm: memo #1 (semi-open memo assignment) (10%)

Class 15: (Wed. Nov. 17): Memo # 1 review; Writing Style for U.S. Legal Audiences

- No new readings
- In class:
 - review memo # 1
 - Discussion of readings and LW exercises

NOTE: Prof. distribute new facts for memo #2 (same law as memo # 1), due Tues. Nov. 30 at 11:59pm. (10%)

Class 16 (Mon. Nov. 22): Advanced Blue Book Citation & Prep for Memo # 2

- Readings:
 - Fine, American Legal Systems, pp. 163-70
 - Gallagher Law Library Research Guide: Bluebook 101, <https://lib.law.washington.edu/content/guides/bluebook-101>
 - Bluebook Table of Contents, Index, and Tables
- Watch Gallagher Law Library Research Videos on the Bluebook: <https://guides.lib.uw.edu/law/gallaghervideos/bluebook>
 - *Bluebooking Case Names*
 - *Bluebook 101—How to Cite an Unpublished Case*
 - *Bluebook Hack: Find an Example*
 - *Bluebook Signals Demystified! Examples from Briefs*
 - *Bluebook Signals Demystified! Examples from Law Review Articles*
- In class:
 - Preparing for Memo # 2
 - Bluebook Citation Game

Nov. 24 NO CLASS IN OBSERVANCE OF THANKSGIVING DAY. However, please read as a part of preparation of revising and rewriting your memos:

- Readings:
 - Pollman, Legal Writing,
 - Revising and Rewriting, Ch. 26 (pp. 325-28)
 - (review) Writing Concisely, Ch. 28 (pp. 339-49)
 - (review) Transitions and Coherence, Ch. 29 (pp. 353-61)

Submit to Canvas by Sun. Nov. 30 at 11:59pm: memo #2 (10%)

Class 17 (Mon. Nov. 29): Finding a novel, scholarly research paper topic

- Reading:
 - Read Gallagher Research Guide, Writing for & Publishing in Law Reviews, <http://guides.lib.uw.edu/law/writinglawreview> (focus on section “Finding & Developing Topics”)
 - (skim) Georgetown Writing Center, *Choosing a Successful Paper Topic*, Georgetown Law (On CANVAS).
- In class:
 - finding novel research topics
 - staying current with changes or developments in the law
 - preemption checks

NOTE: Profs distribute common law case summaries and problem for email mini-memo (memo # 3), due Sun. Dec. 5 by 11:59pm. (5%)

Class 18 (Wed. Dec. 1): Review of Memo # 2 & intro to email memos

- Readings:
 - Chew excerpt on how to write email memos (on CANVAS)
 - Email mini-memo assignment materials
- In class:
 - Brief review of memo # 2
 - Exercises & discussion on email memo writing
 - Work on drafts in groups

SUBMIT TO CANVAS for professor approval—final research paper topic, by Sunday, Dec. 5, at 11:59 pm (topics should concern a narrow issue of U.S. law, and they should be stated as a yes/no question).

SUBMIT TO CANVAS common law email mini-memo by Sun. Dec. 5 at 11:59pm. (5%)

Class 19 (Mon. Dec. 6): Scholarly writing conventions, final research paper assignment structure and expectations

- In class:
 - Discuss Final Paper Evaluation Rubric
 - discuss client email assignment

Class 20 (Wed. Dec. 8): Law School Exams and Review

- Readings: Preparing for and Taking Law School Exams (On CANVAS)
- In class:
 - Law Schools Exams and Review

REMINDER— SUBMIT TO CANVAS, final, open research paper supporting a claim about a narrow U.S. legal issue (10-12 pages, 12 pt. font, Times New Roman) no later than Monday, Dec. 27, 11:59pm (40%).

APPENDIX: DIRECTIONS FOR THE CORE GRAMMAR FOR LAWYERS ASSIGNMENT

Core Grammar for Lawyers is an online, self-instructional learning program that gives students practice on fundamental grammar conventions and advanced grammar specific to legal writing. (Examples of law-specific grammar issues are: (a) when attorneys must use block quotations; and (b) punctuation for string cites.)

SETTING UP YOUR ACCOUNT AND GETTING STARTED:

Below are the details as to how you will use Core Grammar for Lawyers:

1. Go to <https://coregrammarforlawyers.com/> in your browser.
2. Complete the form and be sure to select "WA" for your state and "University of Washington School of Law" for your school.

3. On the payment page, type "**WASH2021**" in the Access Code field. Your discounted price will appear immediately. The 20% discount reduces the retail price from \$40 to \$32. Let me know if you have questions.
4. Enter your credit card information below, verify the purchase, and continue on to create your **Core Grammar for Lawyers** account.
5. You will be able to start using CGL immediately.

Class Code for B550 section B (Sanford MW, 3:30-5:20pm): 321-225-842

Professor Sanford will be able to monitor your work on CGL through this Class Code.

6. You will be able to start using CGL immediately.
7. There is also a student FAQ page here: <https://www.coregrammarforlawyers.com/support> (This page has step-by-step instructions for students on how to add class codes to their account, etc.)
8. **TAKE THE PRE-TEST BY Monday October 4.**
 1. Log-in at <http://coregrammarforlawyers.com>. Click on the link on the home page called, "Bookshelf," and launch the pre-test
 2. DO NOT opt out of the pre-test
 3. The pre-test has 96 questions and typically takes 50 – 90 minutes to complete.
 4. **Next, you must complete the assigned lessons and post-test by Wednesday October 27.**
 5. **DO NOT consult outside resources when you take the pre-test or post-test.**

AFTER THE PRE-TEST:

Because Core Grammar for Lawyers is interactive and adapts to your skill level, you can advance your knowledge regardless of how you score on the pre-test, whether you start much lower than 80% or above 80%. *One study of the program showed that law students who engaged in the lessons experienced, on average, over 20% improvement from their pre-test score to their highest post-test score.*

If you score 80% or higher on the pre-test:

Although students who achieve a score of 80% are not required to take the post-test, they must complete all assigned lessons to receive the additional 5% allocated to the Core Grammar assignment (worth a total of 5%). I require completion of the exercises, regardless of a student's pre-test score for 3 reasons. First, lessons include law-specific instruction on mechanics that are probably unfamiliar to most students. Second, the lessons provided will be individually tailored to each student based on his or her performance on the pre-test. There are 24 total lessons, but the program will automatically exempt students from lessons on topics for which they scored 100% on the pre-test. Third, as noted above, engaging in the lessons will likely advance a student's knowledge beyond their starting point.

Lessons take approximately 10 – 30 minutes each. Please plan ahead.

If you score below 80% on the pre-test:

Students receiving a score of lower than 80% must (1) complete the individualized lessons that Core Grammar assigns and (2) take the post-test and score at least 80% by **Wednesday October 27**). There are 24 total lessons, but the program will automatically exempt students from lessons on topics for which they scored 100% on the pre-test. Work on the lessons throughout Fall Quarter. Each lesson will take approximately 10 – 30 minutes.

CORE GRAMMAR FOR LAWYERS GRADES:

Core Grammar for Lawyers will count toward 5% (5 points out of 100) of your total score for B550 American Legal System and Method. Percentage points will be allocated as follows:

5 points (5%)— you must complete the pre-test by **Mon. Oct. 4** AND, if your score is under 80%, you must complete all assigned lessons and score 80% or higher on the post-test (by **Wed. Oct. 27**). (Note: you can also receive this 5% if you score below 80% on the post-test, but you achieve a 20% increase over your pre-test score by **Wed. Oct. 27**).

3 points (3%)— if you score below 80% on both the pre-test and the post-test and complete all of the lessons provided to you, but do not achieve a 20% increase in final post-test score.

0 points (0%)— if you give little effort to complete the assigned lessons and fail to take the post-test.