

# Legal Analysis, Research & Writing—LAW A506

## Section A—Autumn 2019

### Course Syllabus, Policies and Schedule

#### **Prof. Kathy McGinnis**

[mcginnis@uw.edu](mailto:mcginnis@uw.edu)

(206) 543-7002

William H. Gates Hall, Room 317

Office hours: Tuesdays 10:30-12:30; Wednesdays 9:30-10:30

#### **Legal Writing Fellow: Olivia Hagel**

[ohagel@uw.edu](mailto:ohagel@uw.edu)

Office hours: TBA

**Class meetings:** Tuesday and Thursday, 9:00 - 10:20 AM, Room 116

*Note:* for ease of online access, the schedule of assignments will appear at the beginning of this page, followed by the Syllabus and Policies information, which all students should read before class begins.

### **Autumn 2019 Schedule of Assignments [[PDF](#)]**

This schedule is subject to minor changes, which will be posted on Canvas Announcements. The 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.

*Synthesis* refers to the main text, Deborah A. Schmedemann & Christina L. Kunz, *Synthesis: Legal Reading, Reasoning, and Writing* (5th ed. 2019). *WLR* refers to Julie A. Heintz-Cho, Tom Cobb, and Mary Hotchkiss, *Washington Legal Research* (2d ed. 2009).

#### WEEK ONE (September 23): Introduction to Legal Systems and Legal Analysis

##### **Class 1.1**

- Read *Synthesis* Chapters 1 and 2.
- Review the Course Syllabus and Policies document, posted on Canvas.

##### **Class 1.2**

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

On Canvas:

- Complete the [Student Questionnaire](#).
- Read [Kerr, How to Read a Judicial Opinion](#).
- Read the fact pattern from the email in the document entitled “[Instructions for Water Hazard Assignment](#).”
- Read and brief [Degel v. Majestic Mobile Manor](#), and bring a copy (print or electronic) to class. *Synthesis* 37-43 has case-briefing guidance, but you’re not required to use the exact categories included there. The goal of this assignment is to help you find a briefing style that works for you, and is tailored to the task at hand. You will refer to your *Degel* brief when you write a paper next week about the Water Hazard problem, so try to imagine what information might help you with that analysis.
  - - *By 9 a.m. Friday (the day after your class), [submit your brief of Degel to Canvas](#). It should be revised to reflect the work you did in class on Thursday.*

## WEEK TWO (September 30): Introduction to Case Synthesis

### **Class 2.1**

- Read *Synthesis* Chapter 3E.
- Optional reading: *Washington Legal Research (WLR)* chapter 5. This chapter can be a helpful review of what we covered last week: reading judicial opinions.
- On Canvas, read and brief [McMann v. Benton County](#). (Although you will not 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 that compares *McMann’s* and *Degel’s* significant facts, issues, rules, and holdings. This [chart template](#) will help you get started. 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 results (case synthesis chart + synthesized rule only--not the discussion questions) 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 Problem One ([Water Hazard Analysis](#)) to Canvas before class today.*

### WEEK THREE (October 7): Legal Reasoning and The Universe of Legal Authority

#### **Class 3.1**

- Read *Synthesis* Chapters 4, 5, and 6.
- Optional reading: *WLR* Chapters 3 & 4 can be a useful supplement to the reading from *Synthesis*.

#### **Class 3.2**

- Read [Problem Two directions and hypothetical](#), on Canvas. Read and brief or chart cases as instructed in Problem Two. ([Here is a sample chart shell](#), along with some additional information about charting as an analytic tool.)

### WEEK FOUR (October 14): 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.*

#### **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.
  - - *After class but before 8 p.m. today, submit to Canvas your draft Issue and Short Answer, and Statement of Facts for Problem Two.*

### WEEK FIVE (October 21): Writing for Readability; Explaining the Rule

## Class 5.1

- Read *Synthesis* Appendix II. This is dense but 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. The lessons in *Core Grammar for Lawyers* will also help you deepen your knowledge of these unfamiliar concepts.
- 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.)
- Bluebook citation will be introduced in today's class. If you are eager to get started on the finer points of citation, you might want to read pages 1 through 18 of your Bluebook. This section is assigned later in the quarter, but it would not be premature to at least skim it now.

## Class 5.2

- Continue working on Problem Two.

## WEEK SIX (October 28): 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—Happy Halloween! (costumes welcome)

- Revise your Problem Two analysis, using the feedback you received in the peer review.
  - - *Submit Final Problem Two analysis to Canvas before class.*
  - 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 4): 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.*
- Begin Work on Problem Four.

Problem Four requires you to delve into two related areas of Washington law: false

imprisonment and citizen's arrest based on a breach of the peace. On November 5, we will

begin our in-class discussion on the false imprisonment topic. To prepare for class, first read [the assignment documents](#). Then read this document: [Class 7.1 Getting Started on Problem Four.docx](#) It, along with [Washington Practice](#) (an excerpt from a helpful secondary source) will help you prepare to discuss the following cases on the false imprisonment issue, which you should read (at least skim) before class: [Bender](#), [Kilcup](#), [Moore](#), [James](#), and [Harris](#).

### **Class 7.2**

- No class today
- Continue to work on Problem Four.

## WEEK EIGHT (November 11): Conferences

### **Class 8.1**

- No class today. Instead, this week, each student will meet with your professor individually to present your 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.

### **Class 8.2**

- Read *Synthesis* Appendix I
- Continue to work on Problem Four.

WEEK NINE (November 18): Legal Citation; Sentence-Level Revisions

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

- Read *Synthesis* Appendix III
- Read [Washington Style Sheet](#) (on Canvas under “Writing and Citing” module)
- 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 videos Prof. David Ziff created on citation. They are posted on Canvas under "Panopto Recordings."

**Class 9.2:**

- Read your professor’s article, [Winning With Point-First Writing](#) (under the Writing and Citing Module)
- Q & A: Prepare a list of questions you want to ask regarding Problem Four. It would be a great idea to read this document first, as it may generate some questions: [Problem 4 format and advice.pdf](#)

WEEK TEN (November 25):

**Class 10.1**

- Complete a good-faith draft of Problem Four. Bring a paper copy to class for peer review. To get maximum benefit from the exercise, the draft should be reasonably polished and final. If your draft still looks like an outline, you will not be allowed to participate in peer review. The peer review guidelines are [here](#).
- [Submit Problem Four draft](#) before class. (You will not receive feedback on this; it is a deadline to keep you accountable for making progress on the assignment.)

**Class 10.2 No class—have a happy Thanksgiving!**

WEEK ELEVEN (December 2): Final Assignment Due

**Monday, December 2: Final assignment due.**

- [Submit Problem Four](#) to Canvas by 10:00 a.m. This electronic submission will serve as proof of timely completion; it 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. Use your anonymous fall exam number; this is the one I will grade, and it must be anonymous.

## **Class 11.1 Wednesday, December 4**

Optional class: 9 a.m. in room 138. You're invited to listen to legal writing fellows who have volunteered to discuss what life as a 1L in December was like for them. Questions welcome!

### **Course Syllabus and Policies**

#### **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.uw.edu/academics/experiential-learning/writing/goals>

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.

During the Autumn 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* (5th ed. 2019) This will be our main text, and is listed as *Synthesis* on the schedule of assignments.
2. Julie A. Heintz-Cho, Tom Cobb, and Mary Hotchkiss, *Washington Legal Research* (2d ed. 2009) (listed as WLR on the schedule of assignments)
3. **ONLINE READINGS:** Please check the course website each week for additional materials that will occasionally supplement readings from your texts.
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. \(Links to an external site.\)](#)). Our Gallagher Law Library has [prepared a blog post explaining the pros and cons of these three formats \(Links to an external site.\)](#). 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:** Although *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: <https://law.resource.org/pub/us/code/blue/IndigoBook.html> ([Links to an external site.](#)). In class, I'll refer 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.

## **Core Grammar for Lawyers**

Another required resource for Autumn and Winter LARW is Core Grammar for Lawyers, available at [www.coregrammarforlawyers.com](http://www.coregrammarforlawyers.com) . Core Grammar is an interactive learning program designed to help you write accurately and clearly. While some of you have received a robust education in sentence-level writing and grammar, you'll likely find that legal writing has some new conventions. Others of you may not have received much instruction or feedback on your writing in your prior academic experiences. Regardless of your writing background, Core Grammar is an excellent resource.

While there are no required Core Grammar activities until the Winter quarter, you may want to get started on the program now to help you work on grammar and citations before the end of Autumn Quarter. I'll be sending an update later this quarter with purchasing information and a discount code.

Just to preview the process, Core Grammar begins with a Pre-Test that contains 96 questions and takes about 60-90 minutes to complete. The Pre-Test covers a variety of topics. Some may seem simple. Some may seem totally new; that's particularly true of legal citation format, which we will begin to focus on later in Autumn Quarter. That's okay! I do not expect you to "pass" the Pre-Test. Rather, its purpose is to make the next stage (the Lessons) more focused and efficient. If you get 100% correct on a topic, then you test out of that topic and will not need to complete the associated Lesson. The Pre-Test means you won't waste time learning grammar and writing conventions that you have already mastered.

After the Pre-Test, the program will assign you Lessons for particular conventions. *Note:* Your Lessons must be completed by a date TBA in Winter quarter, but you are welcome to begin and finish them in Autumn quarter, or over the break. Each Lesson should take about 20-30 minutes. The Lessons explain the relevant convention and give you examples. You can review these Lessons and practice as much as you'd like, until you successfully complete the Lesson. You complete the Lesson by successfully answering five exercises in a row. Once you've done that, you can move on to the next Lesson.

Once you have completed all the assigned Lessons (either by testing out or working through the Lessons) you have satisfied the CGL requirement for this course. Completing the assigned Lessons is required to receive credit for Autumn-Winter LARW. If you are having difficulty with the Lessons, please reach out to me as soon as possible. We have additional resources that can help, and I want you to feel supported in this activity.

After you complete all the assigned Lessons, CGL will prompt you to complete a Post-Test. *Note:* Like the Pre-Test, the Post-Test contains 96 questions. You do not need to obtain any particular score on the Post-Test. But you must take the Post-Test at least once.

## **Optional, 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! I like it so much that I created an entire upper level course structured around the book. You can buy the 11<sup>th</sup> edition secondhand for about \$20, 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 or 3<sup>rd</sup> ed. 2019). 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, 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* (any recent edition) (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 \(Links to an external site\)](#). 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. Sometimes the additional step will be a meeting with a Writing Fellow 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. Each quarter includes multiple assignments that are not graded, but you must complete all the assignments to receive credit for the course. The assignment sequence is designed to help you build skills over time by:

1. Learning a skill
2. Practicing that skill (in an exercise or written assignment)
3. Receiving feedback on your work
4. Learning from that feedback
5. Incorporating a new skill and then repeating steps 2-5.

**Feedback:** The form of the feedback you receive will depend to a great degree on the complexity of the assignment. 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. You then must evaluate that feedback and use it to improve your work product. 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 skim 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.

**Submitting assignments:** 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. For papers that are graded anonymously, you should arrange extensions through the Office of Academic Services.

***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! I consider an absence “unexcused” unless you have an illness or injury, or there is a serious emergency in your family, and you tell me that. More than one unexcused absence will affect your engagement score. If you must miss class, whether with or without an excuse, it is your responsibility to arrange to turn in materials on time and/or pick up class handouts. In addition, you should ask me if it is feasible for you to make up the work that students would otherwise do in class. This will help you keep up, and can mitigate the effect on your engagement score.

***A 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 buses), 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—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 20 of you. Take a moment to consider whether you can figure out the answer yourself. Perhaps the answer is in the syllabus or 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 don't send texts or other 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.

**Academic Success Program:** New this year, the program is designed to support students with diverse learning styles, experiences, and skills to achieve their academic goals and become successful legal professionals. If you want to access additional resources or support, beyond what’s available through this course and the Legal Writing Fellows program, you may meet with Assistant Dean Jessica West at drop-in office hours or contact her via email: [jwest2@uw.edu](mailto:jwest2@uw.edu)

**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](#)
- [U.S. \(Federal\) Law research guide](#)
- [Bluebook 101 \( http://guides.lib.uw.edu/law/bluebook101 \)](http://guides.lib.uw.edu/law/bluebook101)
- [Legal and General Writing Resources](#)
- [Microsoft Word Tips to Make Your Life Easier](#)

## **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. Set a goal of taking a small

group training session from one of these vendors before Halloween. 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 organize our Canvas page by topic or major assignment using the Modules tab, so always look there first if you need assignment materials, instructions, readings, and overheads from class sessions. 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. If you encounter technical problems with Canvas, please contact one of the specialists at UW-IT [help@uw.edu](mailto:help@uw.edu).

## **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> (Links to an external site.)[Links to an external site.](#)

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.

### **Disability Resources 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) or [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.

### **Religious Accommodation**

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 [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

### **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.