

# Course Syllabus

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Please check this syllabus regularly, as it may change from time to time. Please also review the [Course Policies](#), which have been updated for winter.

### Week 1: Introduction to Statutes, Regulation, and Research

EDITED 1/6/20: In light of the Canvas issue, if you'd like you may split the first week's reading between the first and second week. For this week, read *Shapo* Ch. 3, I through IV (introduction to statutes); *WLR* pp. 10-15 (research fundamentals), 61-78 (statutes). Read the remainder for next week's class.

ORIGINAL: Before Class: Read *Shapo* Ch. 3, I through IV (introduction to statutes); *WLR* pp. 10-15 (research fundamentals), 23-31 (research techniques), 61-78 (statutes), 105-09 (digests generally), 116-120 (digests online), and 137-41 (on administrative law). Skim *WLR* pp. 121-32 (citators). As a review, consider skimming *WLR* pp. 4-10 (sources of legal authority), 33-37 (*Washington Practice* as a secondary source), 85-88 (Washington case law), and 96-98 (federal case law).

During Class: **Bring your computer to class and be sure you have your Lexis and Westlaw passwords.** Research activity to practice locating statutes, using the table of contents and index, locating relevant regulations.

### Week 2: Research and Writing Assignment 1—our client has some questions

Before Class: [Submit](#) the answers to the rest of the in-class research workshop from Week 1. Complete any reading from Week 1 you have remaining. Read [instructions for Assignment 1](#) (we'll start on the research in class). If necessary, review readings from Week 1.

During Class: Begin work on research workshop to find relevant statutes, case law, and regulations that answer the client's questions.

### Week 3: Research and Writing Assignment 2—A "Private Conversation"

Before Class: Turn in Assignment 1 on Canvas. Take a quick look at [the facts for Assignment 2](#). Don't worry about starting research yet—we'll do that in class.

During Class: Review model answer for Assignment 1. Begin work on Assignment 2. Additional practice finding relevant statutes and case law.

*Friday, January 24:* Complete the Core Grammar for Lawyers pre-test by 5:00 p.m.

[Here](#) are the samples from briefs. [Here](#) is the sample Assignment 1; please keep in mind it's a sample, not a model, and there are things that could be done differently!

#### Week 4: Writing About Statutes; Continue Working on Assignment 2

Before Class: Continue your research on Assignment 2. Review *Shapo* Chapter 8 (reminders on structure and writing tips), Appendix A TOC, and any sections in Appendix A that look helpful.

During Class: Additional research practice and review. In-class practice reading a complicated statute and writing a simple analysis.

#### Week 5: Statutory Ambiguity and Interpretation

Before Class: [Turn in Assignment 2](#). Read *Shapo* Chapter 3 V (techniques of statutory interpretation) and Professor Anderson's [short article](#) on statutory interpretation in Washington. Scan this [list of canons](#), which is a resource for Assignment 3. Read the first **2.5 pages** of each of these chapters, which offer conflicting views on statutory interpretation: [one about](#) Judge Katzmann's purposive view and [one about](#) the textualist view offered by Justice Scalia and Professor Garner. The rest of the chapters are optional but recommended. Also optional but recommended is this somewhat snarky [article](#) by Judge Posner, which responds to the views of Justice Scalia.

Review [the facts for Assignment 3](#); don't worry about starting the research, as we'll be doing that in class.

During Class: Discuss statutory interpretation. Begin research workshop on legislative history. Results of this research workshop will be Assignment 3.

[Here](#) are today's slides. The examples of the consolidated method are [here](#) and [here](#). The example of the integrated method is [here](#).

#### Week 6: Results of Statutory Interpretation; Beginning of Assignment 4

Before Class: [Turn in](#) Assignment 3. Scan through [Assignment 4](#) so you're ready to work on it in class.

During Class: Discuss results of statutory interpretation exercise. Introduce Assignment 4 and begin workshop.

#### Week 7: Research Workshop for Assignment 4; Prepare for "Presentation" Exercise

**NOTE:** We will meet this week on Wednesday, February 19, at 8:30 a.m. in Room 116. There is no class on Friday, February 21.

Before Class: Skim this [short article on parentheticals](#). Continue to review materials for Assignment 4 and research law.

During Class: Continued work on Assignment 4 in preparation for presentation exercise. Work on sentence-level and Bluebooking issues. Please bring your Bluebook to class.

[Here](#) are the slides on parentheticals. [Here](#) is a copy of the handout describing the group conference activity.

### Week 8: No Class—Group Meetings with the Assigning Partner

*Monday, February 24:* Complete your assigned Core Grammar lessons by 8:45 a.m.

**No Class This Week.** Meet with your group to prepare for your conference. Then sign up for a time slot on Canvas. I expect that you will devote at least six hours to your individual research, individual preparation, and group coordination before your conference.

### Week 9: In-Class Peer Review

*Reminder:* I will hold extra office hours on Monday and Tuesday from 3 to 4.

*Monday, March 2:* Complete the Core Grammar post-test by 8:45 a.m.

NOTE: we will meet this week on Wednesday, March 4, at 8:30 in Room 116 for the peer review. There is no class on Friday, March 6.

Before Class: Complete a draft of Assignment 4. You must bring a completed draft to class to participate in peer review. Lack of a completed draft is not a basis for an excused absence.

Read the [Peer Review Preparation sheet](#), the [Peer Review Instructions](#), and the [Assignment 4 Feedback Sheet](#). Remember to bring two hard copies of your reviewer questions and your memo.

During Class: Peer Review.

### Week 10: Final Assignment

*Monday, March 9:* [Turn in Assignment 4](#) on Canvas by 10:00 a.m. Turn in the hard copy to Academic Services by 4:00 p.m.

*Wednesday, March 11:* Final class panel from 9:15 to 10:15 in Room 138.

## Course Summary:

Date	Details	Due
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