

Law B597 A: WILJ Seminar – Autumn 2018 – Professor Mary Hotchkiss
Wednesdays, 5:30pm to 6:20pm, Room 207
Presentation Sessions will be from 5:30pm to 7:15pm

Course Objectives:

Writing a substantial research paper gives students an opportunity to explore a topic of interest from start to finish, to think critically about the current law, and to consider future developments. Writing at this level is inherently challenging and time-consuming. In the process, students improve both their writing and their understanding of the law. This one-credit seminar is designed to support third-year students writing a note or comment for the Washington International Law Journal. This is a graded course with multiple assignments.

Course Structure and Grading:

The seminar includes class discussion, small group exercises, and individual conferences to help students develop their note or comment. Evaluation will be based on written assignments, a brief presentation, and class attendance and engagement. Evaluative elements include timely submission, completeness, and good faith efforts to make progress. Draft sections of introduction/background and analysis will be evaluated on a tiered basis: Exceeds expectations (9-10 points); Meets expectations (7-8 points); Needs Improvement (Below 7 points).

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| Draft Introduction/Background Section (due 10/22) | 10 points |
| Draft Analysis Section (due 11/12) | 10 points |
| Presentation Guide (due 11/26) | 10 points |
| Oral Presentation (on 11/28 & 12/5) | 15 points |
| Attendance & Engagement | <u>up to 5 points</u> |
| Total possible points = 50 points | |

Grading Note: Seminar grading is not subject to the mandatory curve. Successful students will submit assignments on time and actively participate in class workshops and exercises. I anticipate that seminar grades will range from B+ to A, with most grades in the A or A- range.

| DATE | ASSIGNMENT | TOPIC |
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| Week 1 Sept. 26 | No Assignment. Survey of individual progress. | Overview; Introductory exercise on articulating thesis |
| Week 2 Oct. 3 | No Assignment. | In-class exercise on abstracts; checklist for avoiding problems with background and argument sections |
| Week 3 Oct. 10 | Bring a copy of your draft introduction and skeletal outline to class; these will not be collected but will be used during class. | Small Group Review of Draft Document; Feedback & Debriefing |
| Week 4 Oct. 17 | <i>No class on Wednesday, 10/17.</i> Work on note or comment. Instructor available for individual conferences during the week. | |
| Week 5 Oct. 24 | Submit 6-8 pages by 5pm on Mon. Oct. 22. This draft may take the form of a detailed outline or initial background section. It should include a draft abstract. | Self-Assessment of Draft Background. "My Topic" Two-Minute Presentations and Group Feedback |
| Week 6 Oct. 31 | <i>No class on Wednesday, 10/31.</i> Work on note or comment. Instructor available for individual conferences during the week. | |

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| Week 7 Nov. 7 | Bring work-in-progress to class | Quoting Effectively. In-class exercise on incorporating feedback. Distribution of Presentation Guidelines. |
| Week 8 Nov. 14 | Submit 6-8 new pages by 5pm on Mon. Nov. 12. This draft should include at least part of your core analysis. | Evaluating and Revising by Focusing on Macro Edits and Organizational Structure. |
| Week 9 Nov. 21 | No Class. Submit 2-page Presentation Handout by 5pm on Mon. Nov. 26. | Prepare presentation handout. |
| Week 10 Nov. 28 | Handouts provided by Instructor Session runs from 5:30pm – 7:15pm | Student Presentations – refreshments provided |
| Week 11 Dec. 5 | Handouts provided by Instructor Session runs from 5:30pm – 7:15pm | Student Presentations – refreshments provided |

Useful Resources:

Gallagher Law Library Research Guide, *Writing for and Publishing in Law Reviews*,
<http://guides.lib.uw.edu/law/writinglawreview>

Jessica L. Clark & Kristen E. Murray, *Scholarly Writing: Ideas, Examples, and Execution* (2d ed. 2012), KF250 .C528 2012 at Ref Area. See also <https://sites.google.com/site/clarkmurrayswiee/>

Elizabeth Fajans & Mary R. Falk, *Scholarly Writing for Law Students: Seminar Papers, Law Review Notes and Law Review Competition Papers* (4th ed. 2011), KF250.F35 2011 at Ref Area.

Eugene Volokh, *Academic Legal Writing: Law Review Articles, Student Notes, Seminar Papers, and Getting on Law Review* (5th ed. 2016), KF250.V6 2016 at Ref Area. See also <http://www2.law.ucla.edu/volokh/writing/>

Attendance, Health & Wellness: If you must miss class, please contact me ahead of time. When it is not possible to contact me before class, please contact me as soon as you are able. You will be responsible for anything assigned or covered during your absence. It is important that we take care of ourselves inside and outside of class and in our professional lives. Support services on campus include the Counseling Center (206-543-1240); Hall Health-Mental Health Clinic (206- 543-5030); and Student Health & Wellness (206-543-6085). Within the law school you can reach out to me; to your instructors; or to Dr. Andy Benjamin (gahb@uw.edu).

If you are concerned about yourself or a friend who is experiencing emotional distress and/or may be at risk for suicide, you can call Safe Campus at 206-685-7233. Safe Campus is UW's 24/7 central reporting office, staffed by trained specialists who will take your call and connect you with resources. Please save the number for Safe Campus in your cell phones.

Access and Accommodations: 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 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 or disability.uw.edu. The DRS staff offer resources and coordinate reasonable accommodations for students with disabilities and/or temporary health conditions. These 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.