

**WESTERN STATE COLLEGE OF LAW**  
**Fall 2020**  
**Legal Writing & Research I**

Professor Roberts  
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- *Before the first day of class, you must enroll in the Lexis Classroom Page titled “Legal Writing & Research I – Fall 2020 – Roberts.” I will use this web page to post material and to make class announcements throughout the semester.*
- *My office hours will be on Tuesday and Thursday from 12:30pm – 3pm. Please email me for an appointment*

**COURSE MATERIALS**

**OVERVIEW**

In Legal Writing & Research I (“LWR-I”), you will be introduced to legal writing, a form of writing much different than you have likely encountered previously. This semester, you will learn how to research a legal issue and how to communicate these findings by writing an objective office memorandum and an email memorandum. You will also learn to communicate your research findings and analysis verbally. Next semester, you will apply these same skills to write a settlement letter and an appellate brief, and also to prepare a persuasive oral argument.

**OBJECTIVES**

LWR-I introduces the following learning outcomes:

- 1) Legal Analysis;
- 2) Legal Research;
- 3) Communication;
- 4) Other Practical Skills.

**DESIGN**

The writing assignments in Legal Writing & Research are designed to increase in complexity and difficulty from the previous assignment. The first memo assignment provides you the opportunity to read several cases, apply the facts and rules from those cases to a client situation, and communicate those findings in an objective office memorandum. We will provide you with all necessary legal authority for this initial memo assignment, and therefore you need not complete your own research. You will also have the opportunity to communicate your legal analysis from this first memo assignment in an email memorandum. The final memorandum assignment adds the component of open research, in which you must locate and analyze all relevant legal authority and use that authority to draft a more extensive objective memorandum. You will also have the opportunity to communicate these same findings from the final memoranda assignment in an oral report.

For the first memorandum assignment, you will receive substantial assistance from your instructor with respect to the appropriate large-scale organization and the best use of particular cases. For the final memorandum, however, you will be expected to employ the knowledge you

learned in the first half of the course to perform these functions on your own.

### **REQUIRED TEXTS**

- Teresa J. Reid Rambo & Leanne J Pflaum, Legal Writing by Design, 2d edition (Carolina Academic Press 2013)
- The Bluebook – A Uniform System of Citation, 21st edition, Harvard Law Review (2020)
- Core Grammar for Lawyers, [www.coregrammarforlawyers.com](http://www.coregrammarforlawyers.com). You should receive your Access Code during Orientation.

### **An explanation re: Core Grammar for Lawyers (CGL):**

CGL is an “online, self-directed learning tool designed to help law students . . . acquire the grammar and punctuation skills that are prerequisites to successful legal writing.” You will have already taken the Pre-Test in your ILM class in the summer. During the course of the fall semester in LWR-I, you will be required to complete 24 online “Lessons,” clustered into six sections that correspond to the areas covered in the Pre-Test. Each Lesson includes an exercise. The Syllabus provides the due dates for completing each set of Lessons in bold, 2-3 weeks apart; be sure to plan ahead. This allows you to work independently and according to your own pace. While not graded, the CGL Lessons must be completed in order to pass the course and their timely completion (or failure to do so) will count toward your Professionalism grade. Students must achieve an 85% on the post-test, and may review the lessons and retake the post-test as many times as needed in order to “pass.” Failure to achieve an 85% on the post-test by the deadline (as indicated on the Syllabus) will result in a 10-point deduction on the student’s Professionalism grade.

### **Computer-Assisted Legal Research Providers**

Students will be given access to Westlaw, LexisNexis, and Bloomberg Law, and may use these resources to perform online legal research necessary during the year. Westlaw and LexisNexis both provide live training seminars online, and students must attend those seminars at the times listed on the Syllabus.

### **RECOMMENDED TEXTS**

For students who would like additional guidance, you may purchase the following texts. Copies are on reserve at the library as well:

- Richard Wydick, Plain English for Lawyers, 5th edition (Carolina Academic Press 2005)
- Amy E. Sloan, Basic Legal Research, 5th edition (Aspen 2012)

### **ASSIGNMENTS**

In order to receive credit for this class, you must pass all assigned CGL Lessons and complete every graded and ungraded assignment in good faith. Failure to do will result in a final grade of “0” in this course. If you have any questions about the assignments, please ask your instructor. You will not use a blind grading number for any assignments in LWR-I.

## **FORMAT REQUIREMENTS FOR WRITING ASSIGNMENTS, BOTH GRADED AND UNGRADED**

### **Rules for all writing assignments:**

- (1) Assignments must be typewritten in black ink, double-spaced, on white, 8 ½ x 11 inch paper.
- (2) Text must be in “Times New Roman,” 12-point font.
- (3) You must use one-inch margins for the top, bottom, left, and right margins. (Note that, if using Microsoft Word, you must set the margins to one-inch each, as the right and left margins are preset at 1.25 inches.)
- (4) Each page should be numbered, in the center, at the bottom of the page, using Times New Roman font. (Note that even if the text of your document is in Times New Roman, you must affirmatively change the font of your pagination.)
- (5) Pages must NOT be right-justified.
- (6) You must print on only one side of the paper.
- (7) All papers must be bound in the upper-left hand corner with a staple.

Points will be deducted for assignments that do not conform to the Format Requirements. In addition, for consistent failure to conform to Format Requirements, points will be deducted at the end of the semester from the Professionalism grade for the course.

### **LATE PAPERS – GRADED ASSIGNMENTS**

As a professional, you are responsible for handing in all assignments on time. A late paper is one handed in any time after it is due. Prior to the start of class, (1) all graded writing assignments must be uploaded to TurnItIn AND (2) a copy must be submitted by email to your professor.

If either the assignment is uploaded late to TurnItIn or the emailed copy is submitted late, penalties are the following:

- If either the assignment is uploaded to TurnItIn or the emailed copy is submitted after the class period begins, the grade on the assignment is reduced by 5 points, so long as the assignment is both uploaded to TurnItIn and emailed copy is submitted before the end of class.
- If either the assignment is uploaded late to TurnItIn or the emailed copy is submitted after the class period ends, the grade on the assignment is reduced by 10 points immediately upon the end of class, and an additional 3 points per hour thereafter (e.g., if class ends at 10:45 a.m., a paper submitted at 11:45 a.m. will receive a 13-point deduction, and a 16-point deduction at 12:45 p.m., etc.).

If you have an unforeseeable emergency involving a serious illness, an accident, or some other comparable emergency, contact your instructor as soon as possible. Traffic, printing problems, or preparation for another class do not count as an unforeseeable emergency. Your instructor, at her *sole discretion*, may extend your due date to provide you with enough time to deal with your emergency.

### **UNGRADED ASSIGNMENTS**

In addition to the Graded Writing Assignments, in LWR-I, you must complete several Ungraded Assignments.

- Any assignment designated as an “Ungraded Assignment” on the Syllabus must be completed prior to the designated class period.
- For written Ungraded Assignments, you must have an electronic copy available prior to the start of class, and be ready to either share your screen via Zoom or email the assignment to your professor, as directed.
- Ungraded Assignments are due prior to the start of the class period designated on the Syllabus.
- If you are absent for the class in which a written Ungraded Assignment is due, you must email your Ungraded Assignment to your professor prior to the start of class to receive credit and avoid a grade deduction.

### **Out of Class Preparation:**

You should expect to spend between 4-10 hours per week for out-of-class preparation. The expected out-of-class preparation time is not evenly distributed across every week of the semester; periods of more intense preparation are compensated for by less time required at other parts of the semester. Students should review the syllabus and plan accordingly, noting weeks with longer reading assignments, the due dates for the various graded and ungraded assignments, office conferences, and quizzes.

### **PROFESSIONALISM**

In addition to the assignments noted on the syllabus, 10% of your final grade is based on Professionalism. This grade will be assigned in the sole discretion of the LWR-I professor at the end of the semester based on the student’s overall professionalism demonstrated in all aspects of the course. Professionalism is distinct from compliance with the Honor Code. Professionalism includes, but is not limited to, the following:

- Timely and good faith completion of Ungraded Assignments
- Timely completion of CGL Lessons and 85% post-test score
- Regular and punctual class attendance
- Assignments which reflect thoroughness, diligence, and attention to detail
- Preparedness and constructive participation in class
- Courteousness in class and in all communications
- Compliance with all Expectations for Students in Zoom Sessions (attached)

Conversely, points will be deducted for (but are not limited to) the following breaches of professionalism:

- Tardiness
- Absences
- Incomplete, late, or sloppy work, including failure to follow Course Materials Format Requirements
- Lack of preparation or participation in class
- Failure to show courtesy to the instructor and/or peers during class or in any communications
- Failure to achieve a timely 85% pass score on the CGL post-test

- Inappropriate attire, such as wearing hoods or sunglasses in class
- Inappropriate use of electronic devices, such as checking email, social networking sites, or the internet during class; or failing to turn off cell phone or utilizing cell phone during class

Note that any form of videotaping, recording, or taking photos of any material from class is inappropriate without the prior approval of your instructor.

### **ATTENDANCE REQUIREMENT**

You should attend every class. WSCL written policy for students whose class regularly meets twice per week, upon your fifth absence, you will fail this course and receive a grade of 0.0 (on the 4.0 scale). See Student Handbook, § 5.13. For students whose class meets once per week, if you are absent for an entire, or substantially all, of a three hour class period, you will have accumulated two official absences. If, however, you are absent for only half of a three hour class period or a significant portion thereof, you will accumulate just one absence.

Attendance will be taken by having students type their full name into the chat box at the start of each Zoom session. The chat box attendance list will be saved by the professor at the start of each class, and thus student arriving late to the Zoom session will be marked tardy.

### **STUDENT SAMPLES**

On occasion, we use anonymous samples of work from current or past students as examples. Please let your professor know in advance if you do not wish for your work to be considered as an example.

### **QUESTIONS?**

If you have questions about the course, contact your LWR-I professor. If you have a conflict with your LWR-I professor, first try to resolve the conflict directly with your professor. If you are unable to resolve the problem, please contact the Director of Legal Writing & Research, Lori Roberts, at [loroberts@wsulaw.edu](mailto:loroberts@wsulaw.edu) or the Associate Dean for Academic Affairs, Paul Arshagouni at [parshagouni@wsulaw.edu](mailto:parshagouni@wsulaw.edu)

**HONOR CODE:** Because this is a writing course, we would like to clarify some aspects of academic honesty that are important to this class:

- (1) In all aspects of this class – including research and writing, meetings with your instructor, and class attendance – you are strictly bound by the WSCL Honor Code. Please read the Honor Code carefully so you know what it prohibits.
- (2) Unless otherwise indicated by your instructor, all work in this course must be your own. This means that you must do your own research, writing, proofreading, and revising. For both the research and writing assignments, you may not discuss the problem or your research with another law student, a professor, a lawyer, or anyone else (unless your LWR-I professor specifically indicates otherwise). If you need help drafting or revising your writing assignments, please seek assistance from your LWR-I professor.

- (3) Be careful not to plagiarize. Paraphrasing or quoting from a case or any other source without properly acknowledging the source or without including quotation marks where such marks are necessary constitutes plagiarism.
- (4) Unless specifically instructed otherwise, you may not read another student's work (including a present or past student) and you may not allow another student to read your work. You may not accept, read, or use any papers from students who have already taken this course.
- (5) Any violation of this Honor Code will result in the student receiving a "0" in the course as well as possible referral to the Honor Code Committee.

### **DISABILITY SERVICES STATEMENT:**

Western State College of Law provides accommodations to qualified students with disabilities. The Disabilities Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law.

To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Second Floor Students Services Suite. Dean Espinoza's phone number and email address are: (714) 459-1117; [despinoza@wsulaw.edu](mailto:despinoza@wsulaw.edu). When seeking accommodations, a student should notify Dean Espinoza of her or his specific limitations and, if known, her or his specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza. Complaints will be handled in accordance with the College of Law's "Policy against Discrimination and Harassment."

### **SYLLABUS**

#### **August 21**

- Introduction to Course
- Overview of the Legal System & Sources of Law

Read: (1) *Rambo*, Chapters 1, 5 & 27

Due: Core Grammar Sec. D/Verbs & Agreement: Lessons 1-4.

#### **August 26**

- Introduction to Legal Reasoning
- Rule Structures & Outlining Rules

Read: *Rambo*, Chapters 2 & 3

#### **August 28**

- Legal Reasoning, cont.

Read: *Rambo*, Chapter 4; Star & Rinker Memos (posted on Lexis Classroom Page); First Assignment posted on Lexis Web Page.

### **September 2**

- Overview of Memo Format
- Large Scale Organization of Discussion Section (BaReAC)
- Reading & Using Cases Effectively

Read: *Rambo*, Chapters 6; 8; Chapter 7 pgs. 137-145; Intro to the Legal Memo handout (posted on Lexis Classroom Page.)

Due: Case Brief for First Memo Assignment (UA)

### **September 4**

- Drafting the Question Presented, Brief Answer & Statement of Facts

Read: *Rambo*, Chapters 9 & 10

Due: Core Grammar Sec. B/Quotations: Lessons 1-4.

### **September 9**

- Putting the Memo Together
- Drafting the Conclusion

Read: *Rambo*, Chapters 11 & 12

Due: Core Grammar Sec. A/Sentence Structure: Lessons 1-4.

### **September 11**

- Citations (bring Bluebook to class) (introduction and case law citations)

Read: *Rambo*, Chapters 24 & 25

Watch: <https://www.youtube.com/watch?v=7jDTTFMejCY> (Intro to Citation and Bluebook 12:14min) &

[http://stream.law.georgetown.edu/librarymedia/case\\_citations/case\\_citations\\_player.html](http://stream.law.georgetown.edu/librarymedia/case_citations/case_citations_player.html) (case citation 4:17min)

### **September 16**

- Editing and Revising

Read: *Rambo*, Chapters 28 & 32

Due: First Draft of Closed Universe Memo (10% of final grade)

### **September 18**

- Discuss other cases in closed universe
- Rule Synthesis & Analysis

Read: *Rambo*, Chapter 7 pgs 145-154.

Due: Briefs due for all cases in closed universe (UA)

### **September 23**

- Organization of Multiple Authorities in BaReAC (Rule Explanation & Analysis with multiple authorities)

### **September 25**

- Citations (bring Bluebook to class) (statutory and secondary authorities)

Watch:

[http://stream.law.georgetown.edu/librarymedia/statute\\_citations/statute\\_citations\\_player.html](http://stream.law.georgetown.edu/librarymedia/statute_citations/statute_citations_player.html)

Statutory citation 2:56 min)

### **September 30**

- No Class – Individual Student Conferences (students must bring an outline of Discussion Section.)

### **October 2**

- No Class – Individual Student Conferences (students must bring an outline of Discussion Section.)

### **October 7**

- Avoiding Plagiarism

### **October 9**

- Preparing an Email Memo

Due: Final Draft of Closed Universe Memo (20% of final grade)

*Students must attend Lexis Training the week of October 12th – sign up on Lexis.com*

### **October 14**

- Citations (bring Bluebook to class)

Due: Core Grammar Sec. C/Lists: Lessons 1-4.

### **October 16**

- Legal Research Tools

Due: Email Memo Assignment Due (10%)

*Students must attend Westlaw Training the week of October 19th – sign up on Westlaw.com*

### **October 21**

- Overview of Final Memo Assignment; Discuss Research Plan for Final Memo

### **October 23**

- Legal Research Process (finding cases, statutes, & secondary sources)

### **October 28**

- Discuss Research Results

Due: Students must bring six relevant authorities to class – briefs of cases or outlines/explanation of relevance of any other authorities (UA).

### **October 30**

- Large Scale Organization of Discussion Section; Organizing Multiple Authorities



**November 4**

- Guest Speaker – in lieu of class this day, the guest speaker will be a live zoom session at 6:45 p.m. this evening; please notify your professor in advance if you cannot attend at this time.

**November 6**

- Review All Parts of the Memo

Due: Draft QP, BA, SOF and outline of Discussion (UA); Core Grammar Sec. E/Citation Manual Eccentricities: Lessons 1-4.

**November 11**

- Citation Quiz (15% of final grade)

Due: Optional and highly recommended practice for the Citation Quiz  
<http://www.cali.org/lesson/561>

**November 13**

- Editing & Revising Workshop

Read: *Rambo*, Chapters 30.

Due: Discussion Section Only of Final Memo (UA); Core Grammar Sec. F/Clarity: Lessons 1-4

**November 18**

- Oral communication of research findings and legal analysis

**November 20**

- No class; students should practice their oral report and complete the Core Grammar Post-Test

Due: Final Memo (35% of final grade) –must be uploaded to TurnItIn and a hard copy must be emailed and received by your professor at the start of class; Core Grammar Post-Test

**November 25**

- In-Class Oral Report to Partner (UA)

## **Western State College of Law – Programmatic Learning Outcomes**

Western State College of Law’s curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:

**(1) Doctrinal Knowledge**

Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Association, Evidence, Civil Procedures, Constitutional Law, Estates, Community Property, Remedies, and Professional Responsibility.

**(2) Practice Skills**

Students will demonstrate the development of other law practice skills. Each student’s chosen outcomes within this category will be varied based on the student’s particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice, assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.

**(3) Legal Analysis**

Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule, and be able to evaluate how public policy can impact the application of a rule to the legal issue.

**(4) Legal Research**

Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.

**(5) Communication**

Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker's ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author's ideas).

**(6) Advocacy of Legal Argument**

Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.

**(7) Client Sensitivity and Cultural Competency**

Students will demonstrate an awareness of clients' needs and goals, including a sensitivity to clients' background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.

**(8) Legal Ethics**

Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.

## **Expectations for Students in Zoom Sessions:**

- **Find a dedicated quiet space to attend Zoom sessions, to minimize the chances that you will be disrupted during the session.**
- **Arrive to class early and dressed as you would to attend an in-person class.**
- **Your camera must be turned on for the duration of the class. If desired, you can use the background settings in Zoom to create an artificial background that blocks the view of your space while still allowing you to be seen on camera.**
- **Come prepared, as you would for an in-person class. Participation in Zoom classes is as important as it is during an in-person class session.**
- **Do not multitask – stay focused on the class discussion – do not wander in and out of the Zoom session.**
- **If you have to miss a Zoom session, or arrive late or leave early, notify the professor in advance, as you would for an in-person class.**
- **If you have connectivity issues, whether it be long-term or short-term, that impact your ability to participate (e.g., if you are limited to dial-in without video), notify your professor so other accommodations can be explored.**
- **Do not post screenshots or recordings of any Zoom classes on social media. Such actions would constitute a violation of the Student Honor Code. If you need access to a recording of the Zoom session, please contact your professor.**
- **Sign into Zoom with the name under which you are registered for class. If you prefer to be called by a different name or nickname, please notify your professor in advance so you are not marked absent.**
- **Unless your professor instructs you otherwise, mute your microphone when you are not speaking. Unmute to speak or to ask or answer questions.**
- **Zoom classes are not YouTube or Netflix. You should be actively engaged in answering questions, taking notes, writing down questions you wish to ask later during class or during office hours, etc. This will not only help you stay engaged and participating in class, it will also help your learning in the online format.**
- **If you are using your computer to take notes and/or using an e-casebook, remember that you may not be able to easily switch between those apps and the Zoom session. This could undermine your ability to pay attention to the class discussion. Figure out how you will resolve that technological issue before your first class session and**

**consider possible modifications to your normal note taking style (e.g., handwritten notes) or using a two-screen set-up.**

- **Zoom has a number of tools available to you as a student: yes/no symbols, raise hand and thumb icons, share screen (with permission of the professor), chat windows, etc. Please familiarize yourself with those tools before class so that you can use them as requested by the professor. Your professor will inform you about the ways in which you should use these tools in that particular class.**
- **Professors may use a number of interactive functions in Zoom to engage with students, e.g., polling questions, breakout rooms, as well as asking you to share your screen, type in the chat window. Like being called on in a live classroom, you are expected to participate fully in these activities and functions, i.e., answer polling questions, speak with your classmates in breakout groups, share your screen as requested, etc.**