LEGAL RESEARCH AND WRITING
LAW 499A
Fall 2015
Wednesday 5:00 to 7:30 p.m.
Classroom 103 in Lesar Law Building

SYLLABUS

Professor Julie A. Thompson
228 Lesar Law Building
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Required Textbooks:

Richard K. Neuman, Jr. and Sheila Simon, Legal Writing (Aspen 3rd ed.).

Darby Dickerson, ALWD Citation Manual: A Professional System of Citation (Aspen 5th ed.).

Kent C. Olson, Principles of Legal Research (West 2010).

Course Description and Goals:
This course will teach you to find, research, and analyze the law so as to apply it to a factual situation. This course will also teach you to effectively communicate your legal conclusions to other attorneys, clients and judges in appropriate written form.

Attendance & Grading:
Attendance is required per University and Law School Requirements. Students may miss no more than two scheduled classes, and attendance will be taken at each class. While school policy allows two absences and I am not reducing that, I do encourage students to attend every class. Please review Rules Relating to Attendance, Article III-Academic Regulations, 5. Course and Degree Requirements, regarding the results of violation of the school’s mandatory attendance policy for Required Courses.

This class will be graded and is not offered on a S/U basis. The final course grade will be calculated as follows:

Research Exercise: 15%
ALWD Exercises: 15%
Writing Assignment 1 (WA1) 20%
Writing Assignment 2 (WA2) 50%.

There will not be a final written exam. I will not grade on a curve to artificially increase grades.
All completed exercises should be brought to their respective class periods. Ungraded assignments may be turned in to me and returned at the next class session with comments, or they may be used during the class discussion, or traded with other students for comments. In order to learn a new skill, you must practice that skill. Failure to practice will be demonstrated in the quality of the graded exercises. Therefore, it is important to complete all exercises to the best of your ability, whether graded or not. Graded assignments must be turned in on the date due or no credit for these assignments will be given.

Honor Code:
The Honor Code requires that all students submit their own individual work, unless collaboration is specifically authorized by your professor. Plagiarism, or the submission of someone else’s work as your own, is unethical and is a violation of the Honor Code. **Furthermore, work done by you for this class, whether graded or ungraded, may not be reviewed by anyone, not even for typographical or grammatical errors, or for clarity. In addition, you may not discuss any assignment, graded or ungraded, with anyone except me, the school librarians, and the Taylor Mattis Fellow.**

EMERGENCY PROCEDURES:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Disability Policy: Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/). Upon completion of a Disability Accommodation Agreement with DSS, students should bring the agreement to the School of Law Registrar’s Office to ensure the School of Law provides the proper classroom and examination accommodations.

Saluki Cares: The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress-physical, emotional, financial, or personal. By working closely with faculty, staff, students and their
families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: 618-453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html. At the School of Law, Assistant Dean Judi Ray is also available to help students access university resources. Her email is judiray@siu.edu, and her phone number is 618-453-3135.

Notice of Recording Policy: These class sessions will not be recorded by SIU, me, or any student. If a student wishes to have classes recorded, they can bring that to my attention and if the rest of the class agrees, I will reconsider the issue of recording classes. Otherwise, any recording of any class is strictly prohibited.

Further, it is a violation of the Honor Code for any student to create and/or distribute such class recordings when the instructor has prohibited class recording. (See the Honor Code I.E.1.g).

STYLE and FORMAT of ALL WRITING ASSIGNMENTS:

Margins: 1-inch margin on all sides
Font: Times New Roman, 12 pt. font
Spacing: Double-spaced except for block quotes and heading of the memo
Pagination: Number each page of text, centered in the bottom margin

CLASS SCHEDULE and ASSIGNMENTS:

The class schedule is broken down into weekly readings and assignments. References are to both textbooks and ALWD. Also, the Legal Writing textbook has a web site which offers additional instruction and video that may be helpful in better understanding the class materials. While these videos and additional reading on the web site are not required, they are encouraged, and may also be included in class discussions.

August 26
Read: Legal Writing pp. 1-13; Review the exercises on pp. 14-15.
Legal Research pp. 215-224

September 2 and remaining classes, this syllabus remains under construction.