

**LAW 1101/Intro to Paralegal Studies/Coughlin/F20**

**FYLC Collaborative Assignment #2: Legal source related to English Unit 2 research topic!**

- Gen Ed Student Learning Outcomes (SLO):
  - *Skills* → communicate in diverse settings using written and oral means; gather information from observation
  - *Values, Ethics and Relationships* → demonstrate social and civic knowledge; analyze social and political issues
- Gen Ed Competency: Integrative Learning
  - Connections to Experience; Connections to Discipline; Transfer; Integrated Communication
- Counts toward "Homework & other assignments," graded 0-20 according to the rubric below.
- Source entry due on Openlab Monday, Nov. 9, 2020 (category: "FYLC source entry")

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**The law, after all, affects virtually every aspect of our personal, professional, and communal lives. Familiarity with our system of government, its laws, and the judicial system that interprets those laws is key to better understanding our world, appreciating why certain things happen, and deciding how to change or improve circumstances we don't like.**

Former Chief Judge of the New York Court of Appeals Judith Smith Kaye, In Her Own Words: Reflections on Life and the Law, with Selected Judicial Opinions and Articles 6 (2019).

Why do certain things happen? How can we change or improve circumstances we don't like? In English 1101, you are researching answers to questions like these! In this course, you will research them in secondary sources of law we have been learning about, like law reviews and other legal periodicals, and other sources.

This assignment has three parts:

1. **Write to me!** If you did not already, send me an email identifying (a) in a few sentences, the research topic you have chosen for English Unit 2, and (b) three (3) half-hour time slots between now and Fri. Oct. 30 when you are available to meet with me to discuss secondary legal sources that relate to your topic. Times will be assigned in the order in which they are requested—request yours soon! The meeting schedule will be tight, so meetings may only be rescheduled if you request it 24 hours in advance. Otherwise we will not meet, which will be bad for you, as explained below. So write to me so we can meet!
2. **Meet with me.** During your scheduled time, we will meet on Zoom to discuss your topic and relevant legal sources. I will provide you with those sources, then you will read them and write the source entry described below. If we do not meet, you will be responsible for finding relevant secondary legal sources on your own, which may be difficult because you have not learned to conduct legal research! So meet with me, and I will do that work for you.
3. **Post on OpenLab!** By the end of Monday, November 9, each student will post on our course OpenLab site a source entry similar to those you are writing for English class, which

will be graded according to the rubric below. ("FYLC source entry" is the category.) Your entry should include the following elements:

- An introduction in which you identify your research question or topic, and why it interests you. (A few sentences.)
- A "bibliographic entry" that includes the publication information, author, date, title, etc., as required for your source entry in English class. You may use any websites or examples Prof. Hall suggested for this, like easybib.com and this example:

Fitzgerald, Jill. "Research on Revision in Writing" *Review of Educational Research*. 57.4 (Winter 1987): 481-506.
- A summary of your source, including the type of source it is (law review article, etc.) and a summary of what the author states. You may want to include what you think the main point is, and what you think the most important points are (which may not be the same), what data, facts and evidence the author uses to support their claims, and the author's conclusions. (A paragraph or so.)
- A reflection on your source, in which you respond to what you've read, including:
  - whether you agree or disagree, and why; questions you have; anything you don't understand; what the document tells you about your research question; and anything else you'd like to address. (Also a paragraph or so.)
  - Students in Prof. Hall's English class may also address rhetorical factors you learned in that class, like genre and the author's credentials, and how the author's writing style, awareness of audience and purpose (reason for writing) and choice of genre affect the meaning and credibility of the document. (Also about a paragraph.)
- Quotables, where you identify at least one direct quote that really exemplifies the document's claims or interpretations, *OR* a sentence that you really agree with or disagree with, *OR* other quotations you may want to use later or that strike you for some reason. Use quotation marks!

\*\*Prof. Hall confirmed that you may (but are not required to) use the legal source you identify in this class as one of the four entries you are required to submit in your English class. If you choose to do that, PLEASE contact Prof. Hall regarding the deadline to submit your legal source entry in that class. Please also NOTE! that you are responsible for ensuring that any source entry you submit in English class meets all of the requirements for that class. Just because it works here does not necessarily mean it will work there.

Grading rubric for this course is below. Happy researching!! ☺

Rubric: FYLC Collaborative Assmt. #2 – Legal source entry!	Good	Passable	Poor	None
<u>Content:</u> Includes all required elements (introduction, bibliographic entry, summary, reflection, quotables).	5	3	1	0
<u>Informative:</u> Teaches us about the source, including what the author states and what data, facts and evidence support the claims, in a way that makes sense to readers less familiar with the topic.	5	3	1	0
<u>Reflective:</u> Provides your personal response to what you read, and explains it in sufficient detail.	5	3	1	0
<u>Mechanics:</u> Appropriate length; proper grammar, spelling, and language; carefully proofread; all quotations in quotation marks.	5	3	1	0