REQUIRED TEXTS:
Pollman et al: Examples and Explanations: Legal Writing (2014) (E&E)
Note: you will use these books throughout LPI and LPII. You may need to buy additional books for LPII, however.

TEACHING ASSISTANTS: Andrew Clark, Chris Giddons.

CLASS TIMES:
Wednesdays and Fridays
Section 505-1001: Weds and Fri.: 9:00-10:25 in Room 112
Section 505-1003: Weds. And Fri.: 10:35-12:00 in Room 112

TWEN:
Is the acronym for The West Education Network. I use this handy commercial service to set up a website for the class, but please note that I don’t intend to endorse the West computer assisted legal research services over any other product. You will receive a password during your first days at the law school that will allow you to register for the site. On the TWEN site you will find documents, announcements, links and discussion helpful or important to our section of the course. I may occasionally give quizzes on the site as well. You must check the TWEN site frequently.

E-MAIL:
I will use e-mail to communicate important information between class meetings, usually through the TWEN page. You must check your e-mail often, even if it is only available to you here at school.

INTERNET USE DURING CLASS:
You may NOT connect your laptop to the Internet during class unless I ask you. Multiple violations of this rule are likely to lead to a ban on using laptops in class.

COURSE GOALS AND OBJECTIVES:
This course will introduce you to basic legal research, client interviewing, and the conventions of written legal analysis. You will analyze problems involving both the common law and statutory law, and perform research. In addition to many small writing assignments, you will research and write two full memoranda of law.

Professionalism:
- Begin the process of developing a personal philosophy of lawyering;
- Begin to think the nature and boundaries of the lawyer-client relationship;
- Treat other persons with civility in interpersonal interactions; and
- Work with others collegially and with professional courtesy

Legal Analysis & Writing:
Understand the importance of both law and facts in legal analysis;
Recognize and use various kinds of legal reasoning;
Support an argument with appropriate legal authority and logic;
Use the conventions lawyers use to organize a document
Write in a direct, concise, and active, style;
Communicate complex ideas simply but not simplistically;
Write in a predictive mode for inter-office communication; and
Establish credibility through attention to detail.

Legal Research:
Recognize the recursive and analytical nature of the research process;
Understand the importance of both law and facts when conducting legal research;
Research primary law;
Understand the mechanics and importance of updating research; and
Become familiar with some common secondary sources.

Client Interviewing and Counseling:
Learn the components of a thorough and thoughtful client interview;
Learn to prepare to interview a client;
Formulate appropriate questions for client interviews;
Understand the importance of both law and facts in preparing to interview
Begin to understand the lawyer’s role as a counselor at law

GRADING:
I will compute student grades based on the following weighted components:

1.  Good faith preparation of all “participation-graded” assignments, quizzes, class participation, course requirements and the “mastery learning” exam: 15%

You must prepare and participate to succeed in this class. You will complete a number of “participation-graded” or checkmark assignments (sometimes called “ungraded” because you may not receive feedback or a numerical score). Often these will help you learn the necessary skills to perform well on graded assignments.

For “participation-graded” assignments, you will begin the semester with a bank of points that will remain unchanged if you participate fully in the course. I will deduct points for a pattern of missing classes, sloppy or unsatisfactory performance, a pattern of poor performance on quizzes, a pattern of turning in minor assignments late. (Turning in major assignments late will result in a lower grade on the assignment.)

Please note that failure to complete mandatory assignments or requirements may result in failing the class regardless of the percentage of the grade attributed to the assignment. Most students lose few, if any points. That means that the numbers below are a little deceptive and other graded projects are worth slightly more than it appears.
About the Mastery Learning Quiz: I will grade the class quiz on a “mastery learning” basis. You must achieve a score of 75% on the test as a whole, or repeat the test until you do. The quiz takes place during class, and not during the formal exam period. It tests on what we have covered in class and assignments. It is not a typical law school exam and is easier and much less analytical than exams for other classes, but should help you prepare to write the final memo.

2. First Memo: 15%

First Submission: 5%; Second Submission: 10%
This assignment will introduce you to the office memo structure and will give you the opportunity to use the reasoning and analysis skills you learn early in the semester with ungraded assignments. The first submission is only 5% of your total grade in order to give you a "safe" place to learn from your mistakes. Making mistakes is the way you learn. You will turn in one polished submission, attend a mandatory conference to discuss ways to improve your memo, and then complete another draft. Although the first submission is worth only a small part of your grade, I expect a fully polished document, and I will comment on it extensively. Those who turn in less than a good faith draft may lose the benefit of my comments. Most students vastly improve in the second draft and those grades tend to cluster. This puts even more pressure on the final memo.

3. Final Office Memorandum: 70%

You will complete a final research memo in the last weeks of class that will function in much the same way as a long take-home exam. The memo will analyze a legal problem that you will learn about through a client interview. Although we will conference on your progress, you will research and write the memo with more independence and much less guidance than the first memo. It's your chance to show me what you have learned throughout the semester.

GRADING CRITERIA:
Here is a checklist that may help you understand the criteria I use as I grade memo assignments. Remember, however, if you are late on a major assignment without an extension, you may fail that assignment regardless of the quality of your work.

An "A" paper will display these strengths:
- Identify all significant issues
- Have no faulty logic or irrational arguments
- Be based on solid research
- Convincingly apply the applicable law to the facts
- Use analogical reasoning to precedent to support argument
- Make a well-reasoned prediction or argument
- Be concise, and easy to read
- Use an active and concise writing style
- Follow the prescribed format
Have few if any citation errors
Be free of errors in grammar, spelling, syntax, and typing
Address the professor’s comments from earlier drafts
Meet the word count limitation
Be on time

A "B" paper will display many strengths and some weaknesses:
Lack the polish of an "A" paper
May sometimes require the reader to reread to grasp the author’s point
Be well organized
Use analogical reasoning to support argument but some analogies may not be the strongest available, may use poor word choices or a distracting paragraph style
Be based on adequate research
Apply the applicable law to the facts with few gaps in analysis
Make a well-reasoned prediction or argument
Follow the acceptable format, for the most part
Use an active, direct, and concise style with a few exceptions
Have only a few major citation errors
Have rare errors in grammar, spelling, syntax, and typing
Address the professor’s comments from earlier drafts
Meet the word count limitation
Be on time

A "C" paper will display many of these weaknesses:
Apply the applicable law to the facts with gaps in analysis
May make a poorly reasoned prediction or argument
May fail to use analogy to precedent to support argument
Contain paragraphing and organizational errors
Fail to communicate the writer's thoughts concisely
Sometimes be based on sloppy research
May use a dense, passive, or verbose writing style
Sometimes stray from acceptable format
Contain numerous citation errors
Contains errors in grammar, spelling, syntax, and typing
Address the professor’s comments from earlier drafts in a careless manner
Usually meet the word count limitation

A “D” or “F” paper will display most of these weaknesses:
IGNORE SUGGESTED CORRECTIONS FROM AN EARLIER DRAFT
Be based on incomplete research
Not apply the applicable law to the facts in an understandable manner
Fail to use analogy to precedent to support argument
Make a poorly reasoned prediction or argument
Stray numerous times from acceptable format
Use a dense, passive, or verbose writing style
Consistently display citation errors
Consistently display errors in grammar, spelling, syntax, and typing
Sometimes go over the word count limitation
Sometimes fail to meet the deadline
Contain numerous paragraphing and organizational errors that interfere with the reader's ability to follow the writer's thoughts

TIMELINESS OF ASSIGNMENTS:
Most participation-graded assignments will be due at the beginning of class. Memo assignments may be due electronically on a day when we don’t meet for class, or before the start of your classes that do meet on that day. For memo assignments, you must turn in an electronic copy, as well as one or more hard copies. You will receive instructions about where to turn in the hard copy but making the deadline is primarily based on the electronic copy. Due dates and times for assignments (especially the memo assignments) are strict, barring a genuine emergency such as a significant, verifiable illness or death in the family. You will lose points for tardy assignments. You should request extensions as soon as you know of the emergency and in writing when possible to minimize the penalty.

COLLABORATION:
I encourage you to discuss materials and ideas with each other because this dialogue expedites learning. That being said, your written work must be your own. Do not compose together or compare notes as you compose. I often assign peer edits, but please ask for permission before asking anyone outside of classmates, our TAs or CASE for an edit. (I am likely to agree that a spouse, partner or roommate can give you feedback, but please ask.)

Although you may use CASE or our TA for peer edits, deciding when to follow their suggestions is your responsibility. (And another important skill to develop. Sometimes they are wrong!)

For all assignments, whether graded or not, the work product that you hand in must be your own. Copying any portion of another student’s work is plagiarism and is forbidden. Similarly, students who divide up short assignments are cheating. Unless you specifically receive other instructions, students are responsible for answering each question in each short assignment whether they work with others in a group or alone. Please note that your other classes may have different rules for collaboration. Often law professors believe that you should not even discuss an assignment with others and will feel obliged to report you for violating the honor code if you ask for help from a peer. Please don’t assume that my rules apply to your other classes.

PLAGIARISM:
Attached to the hard copy of this syllabus is a handout explaining academic plagiarism. Please sign and return the acknowledgment of notice. Please be careful about attribution when you cut and paste.
In addition to constituting academic misconduct under the UNLV Policy, plagiarism is a violation of the William S. Boyd School of Law Student Honor Code (see http://portal.law.unlv.edu/policy.html) and of the ethical standards of the profession of law. According to the Boyd Student Honor Code, plagiarism is “(a) copying the words or ideas of another and representing them to be one’s own; and (b) copying the words or ideas of another and crediting them to an incorrect source.”

**COMPUTER ASSISTED LEGAL RESEARCH (CALR):**
You should receive your Westlaw and Lexis password in your computer training during orientation. Each company will offer training sessions for those who are interested will be available later in the semester. These training sessions are not mandatory, but I strongly encourage you to attend.

**FORMAT:**
All assignments must be word-processed using a professional thirteen-point font that is not Times New Roman. Please take a minute to look at your paper and judge whether it will be easy for me to read with a large enough font and enough white space. Please paginate and set margins to one inch. Double space and do not use right justification. Some assignments will have word count limits. Please do not go over the word count. The content of the extra words will not offset the points I will deduct for going over. For each major memo assignment, attach a cover sheet that indicates your word count and remember to submit the document electronically so I can verify the word count. This information should appear on the cover sheet: Student name or anonymous number; Pollman 1001 class or Pollman 1003 class. (whichever applies), Date, Title of Assignment, Word Count.

**COURT WATCHING:**
During the course of the semester, you must observe one hour of court proceedings. (This is a mandatory assignment.) Return the completed court-watching forms not later than the last day of classes for the day students and the first day of second semester for night students. In the back of the syllabus you’ll find more information on where to do your court-watching.
CLASS TOPICS AND ASSIGNMENTS
Please note: the syllabus sometimes changes as class progresses.

Week/Date: Week 1, Class 1, Weds. 8/31
Topic: Sources of Law; Weight of Authority
Reading Due: E: Ch. 1, 2 & 4; readings on portal or TWEN page: Ch. On Weight of Authority and the readings from Make It Stick
Written Assignment Made: email about yourself

Week/Date: Week 1, Class 2, Fri., 9/2
Topic: Researching Statutes, Interpreting Statutes, start IRAC
Reading Due: E: Ch. 5 & 6, Reading on Researching Statutes (posted on TWEN)
Written Assignment Made: Single Case Analysis, Statute Research Exercise

Week/Date: Week 2, Class 3, Weds. 9/7:
Topic: Discussion on Single Case Analysis, Researching Cases, More on Organizing the Discussion
Reading Due: E: Ch. 6, Cases Research Chapter on TWEN
Written Assignment Due: Single Case Analysis
Written Assignment Made: Statute and Case Analysis

Week/Date: Week 2, Class 4, Friday 9/9
Topic: Ethical Research, More on Forming Rules, Begin Writing Style, Assign OM1
Reading Due: E: Ch. 3 & 7, Ethical Research Reading on TWEN page
Written Assignment Due: Statue and Case Analysis; Statutes Research Exercise
Written Assignment Made: Office Memo #1 (OM1) including intermediate assignments

Week/Date: Week 3; Class 5, Weds. 9/14:
Topic: Closing the Library
Reading Due:
Written Assignment Due: Source List for OM1: 2 copies, one for me and one for you to use in class
Written Assignment Made: Outline or Zero Draft of OM1

Week/Date: Week 3; Class 6; Fri. 9/16
Topic: Rule Explanation
Reading Due: E: Ch. 8
Written Assignment Due: Outlines if you have them; may also turn them in on 9/21
Week/Date: Week 4; Class 7, Weds. 9/21
Topic: Rule Application: Analysis
Reading Due: E: Ch. 9-11
Written Assignment Due: Outline or Zero Draft of OM1
Written Assignment Made: (working on OM1)

Week/Date: Week 4; Class 8; Fri. 9/23
Topic: More on Analysis, Synthesis; Writing the Introduction to the Memo, Catch-up
Reading Due: E:12
Written Assignment Due:
Written Assignment Made: (working on OM1)

Week/Date: Week 5; Class 9; Weds. 9/28
Topic: Paragraphs; Topic/Thesis Sentences; Writing Style and Intro to Citation
Reading Due: E: Ch. 26; 27 & 28
Written Assignment Due:
Written Assignment Made: (working on OM1)

Week/Date: Week 5; Class 10; Fri. 9/30
Topic: Researching Secondary Sources
Reading Due: Reading on TWEN on researching Secondary Sources
Written Assignment Due:
Written Assignment Made: (working on OM1)

First Submission OM1 Due Electronically Sunday, 10/2 by 6 P.M.

Week/Date: Week 6, Class 11; Weds. 10/5
Topic: Peer Edits
Reading Due:
Written Assignment Due: TWO hard copies of OM1 (exactly like the one you turned in last Sunday night)
Written Assignment Made: Citation Workstation Exercises

Week/Date: Week 6, Class 12; Fri. 10/7
Topic: Memo Form: QP and BA
Reading Due: E: Ch. 13-14
Written Assignment Due:
Written Assignment Made:

Note: We will also likely have individual conferences on your memos beginning the end starting the end of Week 7 and continuing in Week 8.
Week/Date: Week 7; Class 13; Weds. 10/12
Topic: Memo Form: Facts and Conclusion
Reading Due: E: Chapter 15
Written Assignment Due:
Written Assignment Made:

Week/Date: Week 7; Class 14; Fri. 10/14
Topic: Interviewing
Reading Due: Handouts TBA
Written Assignment Due:
Written Assignment Made:

Week/Date: Week 8; Class 15; Weds. 10/19
No Class: Presidential Debates. We will have conferences this week, and may need to schedule a make-up for this class.

Week/Date: Week 8; Class 16; Fri. 10/21
Topic: Interviewing
Reading Due: Handouts TBA
Written Assignment Due:
Written Assignment Made:

Week/Date: Week 9; Class 17; Weds. 10/26
Topic: Interviewing to get Facts for OM2
Reading Due:
Written Assignment Due: One hard copy of final submission OM1, exactly like the one you turned in electronically last Sunday
Written Assignment Made: OM2 (you get these facts through the interview you do today)

Week/Date: Week 9, Class 18; Fri. 10/28
No Class: Happy Nevada Day!
Note: you will need to spend time this weekend on OM2 and if you have questions on the facts, we will set up a wiki or discussion board on the TWEN page. The more you can do before the debriefing class next week, the better!

Second Submission of OM1 due electronically Saturday 10/29 by 6 p.m.

Week/Date: Week 10, Class 19; Weds. 11/2
Topic: Debriefing the interviews and OM2 questions; Transitions and Coherence;
Reading Due:
Written Assignment Due:
Written Assignment Made: (working on OM2: the more you can do before the debriefing class, the better!)
Week/Date: Week 10; Class 20; Fri. 11/4
Topic: Review for Mastery Quiz Mastery Learning Quiz, Review Writing Style

Week/Date: Week 11; Class 21; Weds. 11/9
Memo Questions, Mastery Learning Quiz

Week/Date: Week 11; Class 22; Fri. 11/11
No class: Veterans Day

Week/Date: Week 12; Class 23; Weds. 11/16
Topic: Writing Professional Emails
Written Assignment Made: Email update on memo
May start scheduling the short live conferences on OM2 this week.

Week/Date: Week 12; Class 24; Fri. 11/18
Topic: Citation Review

Week/Date: Week 13; Class 25; Weds. 11/23
Topic: Live Comment Conferences on OM2 (may schedule Mon-Weds)
Written Assignment Due: Email Update

Week/Date: Week 13; Class 26; Fri. 11/25
No class: Happy Thanksgiving

Week/Date: Week 14; Class 27; Weds. 11/30 (runs on a Friday schedule)
Topic: Self-edits
Written Assignment Due: Bring a hard copy draft of OM2, ready to self-edit
Written Assignment Made: Self-edit to turn in with OM2

Week/Date: Week 14; Class 28; Thursday 12/1 (runs on a Friday schedule)
TBA: Workshop: Bring your papers and laptops for a workshop class

Week/Date: Week 1; Class 29; Friday, 12/2
Friday 12/2 LAST CLASS
OM2 due electronically Friday 12/2 by 8 p.m.
You can either bring a hard copy to class or drop one off with my Administrative Assistant, Maria Campos, by the close of business on 12/8. The hard copy must be exactly like the electronic copy you turned in on 12/2
Congrats, LPI is done! Good luck on exams!!
Important Dates for Your Calendar

As a professional, you’ll need to keep a calendar with your major due dates and obligations marked on it. Some of your other professors may require written assignments, and you’ll want to include those, as well as the dates for your final exams.

You may even decide to formally schedule time for study or practice tests (retrieval!) or exercise. To get you started, here are some of the dates important to this class.

Memo #1: Outline due 9/16 or 9/21 (plan whether you want extra time by getting outline in earlier date)

Memo #1: first submission due electronically on Sunday, 10/2 by 6 p.m.

Memo #1: second submission due electronically on Saturday, 10/29 by 6 p.m.

Memo #2: assigned 10/26 (plan time to work on it)

Mastery Learning Quiz: 11/9

Last Class: 12/2: Last Class (last date to turn in some “ungraded” assignments)

Memo #2: due electronically on Tuesday, 12/2 by 8 p.m.
   (Hard Copy due to my mailbox or to my Administrative Assistant, Maria Campos, any time on or before 12/8)
COURT WATCHING FORM--TRIAL COURT PROCEEDING

To complete this course requirement, you must attend one hour of trial/motion proceedings at a state or federal court. Sometimes it’s fun to organize group outings.

Information on the courts follows the assignment and will be posted on TWEN. You may use additional pages to answer the questions on this form, although you don’t need to go into great detail. Due by last class.

Name: __________________________
Date: __________________________
Court: __________________________
Court Location: ____________________

Type of case: Criminal Δ Civil Δ

Type or proceeding: Trial ______ Hearing on Motion to/for ______________

If a trial, describe the nature of the government's charges (criminal) or plaintiff's complaint:

What is the procedural posture of the case? In other words, which stage of a proceeding are you watching? (Is it an arraignment or pretrial motion? Voir dire? Are you at trial?)

Describe the testimony and/or other proceedings you observed:

If a motion, summarize the movant/proponent’s argument, followed by the respondent/opponent’s argument:

If the proceeding you observed terminated while you were present, what was the result?

In what ways did you see, or not see, justice done?
COURT OBSERVATION INFORMATION

FEDERAL COURTS

U.S. District Court 333 S. Las Vegas Blvd. 464-5400 Clerk of Court
Various courtrooms for both judges & magistrates; call Clerk’s Office to find out what is on the calendar

Bankruptcy Court 300 S. Las Vegas Blvd. 388-6258
Monday - Friday 9:30 am - Noon Call to confirm schedule for various courtrooms.
You must check in with security, let them know you are there to observe for class, and have a picture ID with you.

STATE COURTS

Clark County District Court 200 South 3rd Street 455-4401

Master Calendar Criminal:
Monday-Thursday 8:30 a.m. Most judges handle arraignments, motions, sentencing & other matters.

Afternoons:
Trials are usually scheduled for afternoons. Call Master Calendar to find out what is scheduled but remember that cases are often resolved by plea agreement at the last minute.

Civil:
Monday mornings Motion calendars are usually on Monday mornings. Check with Master Calendar to find out if any civil trials are scheduled.

Discovery Commissioner: 455-4390
Civil discovery motions scheduled most days

Justice Courts:
Various locations throughout the county. Justice courts handle misdemeanor trials for unincorporated area of Clark County 391-4973, 391-5742, 391-6401, 391-8893, 391-8894

Family Court 601 N. Pecos (at Bonanza) 455-2370: Monday through Friday 9:00 a.m. various matters heard:
Tuesday starting at 8:30 a.m. Motion calendar
Friday afternoons are often Child Support Hearings 200 S. 3rd Street 455-2570
When you go into the courtroom, let the bailiff know that you are a law student observing for a class. You may want to observe in more than one courtroom but if you do, make sure that your leaving is not disruptive.

LAW STUDENT PLAGIARISM: You can’t afford it!

PLAGIARISM: FAULTY ATTRIBUTION
To help you avoid plagiarism and learn appropriate attribution, consider the examples based on the following law review excerpt:

A “handicap” could be defined by listing certain traditionally-recognized handicapping conditions, or a legislature may choose to provide a more comprehensive list of the types of disabilities that will be considered “handicapping conditions” in that state. These approaches are problematic, however, because they can lead to legislation that does not include certain groups of handicapped people simply because the legislature was not aware of a particular handicap. Maureen O’Connor, Student Author, Defining “Handicap” for Purposes of Employment Discrimination, 30 Ariz. L. Rev. 633, 636 (1988).¹

Rule 1: You must acknowledge direct use of someone else’s words.
Example: The term “handicap” may be defined in general terms, or a legislature may choose to provide a more comprehensive list of the types of disabilities that will be considered “handicapping conditions” in that state.

To avoid plagiarism, you need quotation marks around the words printed in italics and a citation at the star. When you quote or copy words directly from the source, you must use quotation marks and give a citation.

Rule 2: You must acknowledge any words you paraphrase from any source.

Example: It is problematic to define a handicap by providing a list of the types of disabilities that will be covered because certain groups of handicapped people might be excluded. The legislature might simply be unaware of certain handicaps.

To avoid plagiarism, you need citations at the stars. Even if you change a few words and mix up the order of the source sentence, you must give a citation. It is permissible to paraphrase only if you give proper attribution.

¹ Excerpt and examples used by permission of Wake Forest University School of Law.
Rule 3: You must acknowledge your direct use of someone else’s idea.

Example: The term “handicap” is difficult to define in a statute. Any attempt to provide a complete list of covered disabilities, however, will be inadequate; some conditions will inevitably be omitted.

To avoid plagiarism, you need a citation at the star because it expresses the same idea as the source article. Unlike the first two examples, comparing the two statements side by side might not yield conclusive proof of plagiarism. But if you borrowed this idea from the source, you must include a citation. If you are ever in doubt, you should err on the side of giving credit; remember that a citation increases persuasiveness.

Electronic databases: Material obtained through any source must be attributed, including material obtained from electronic databases such as LEXIS®, Westlaw®, and the Internet, etc. See ALWD manual Rule 38.0 and Bluebook Rules 10.8.1, 17.3. If the original source of any Internet material is not identified, you should document its source with a similar citation form.

CAREFUL LEGAL SCHOLARSHIP:
You should acknowledge your source when your own analysis or conclusion builds on that source.

Example: When defining statutory terms, legislators should not attempt to draft a complete list specifying everything the statute is intended to cover. Such lists will inevitably be incomplete; someone will later make a claim that the legislators did not anticipate. Further, the statutory list may quickly become outdated.

To be a careful legal scholar, you should cite the source at the star, preceded by the signal “See” or another appropriate signal, pursuant to ALWD Rule 45.3 or Bluebook rule 1.3. Legal writers often build on other sources to arrive at their own analysis or conclusion. Sometimes a source may trigger a related idea. In these instances, even when there is no inference of plagiarism, citation to the original source, with an appropriate signal, should be included. You should acknowledge your source when your idea about a case came from a source other than the case itself.

Assume, for example, that the law review excerpt above led you to the following idea about the Arline case: Arline illustrates that it is possible for the statutory definition included in section 504 of the Rehabilitation Act to be construed in such a way as to bring many handicapped individuals within its reach. School Board v. Arline, 480 U.S. 273 (1987).
To be a careful legal scholar, you should cite not only to the case but also to O’Connor’s law review note, including the page number where she discusses Arline, even though you definitely would have gone on to read Arline. The question of what to do when you cite a case mentioned in another case is complex; you’ll discuss that question in legal writing class.
PLAGIARISM: UNAUTHORIZED COLLABORATION

Student collaboration: Students may share work products only up to the point that their professor authorizes team work. After law school: In practice, an attorney’s goal is achieving a specific result, as opposed to a law student’s goal of receiving individual credit. Therefore, practicing attorneys freely collaborate and also use state bar forms and firm file banks without documenting those sources.

Law school’s unique feature: Students are expected to use direct quotations and paraphrases because referring to cases and articles enhances an argument’s credibility.

POSSIBLE SANCTIONS:
Academic
Disciplinary
Both

TYPES:
Failing grade
Permanent notation on student record
Temporary notation on student record
Public reprimand
Private reprimand
Denial of certificate for moral fitness
Suspension
Combinations of the above

Acknowledgment of Reading about Plagiarism:

Date: ____________________
I, ________________________________, have (Print name)

Read the plagiarism definition and reviewed correct techniques for attribution.

____________________________
(Signature)

Academic institutions may reproduce this pamphlet for educational purposes.
Legal Writing Institute
**UNLV Policies**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: [https://www.unlv.edu/studentconduct/student-conduct](https://www.unlv.edu/studentconduct/student-conduct).

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, [http://drc.unlv.edu/](http://drc.unlv.edu/), 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

- [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning)
- [https://www.unlv.edu/provost/transparency](https://www.unlv.edu/provost/transparency)
Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.