SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 22.0302
SEMESTER: Departmental Syllabus
COURSE TITLE: LEGAL RESEARCH I
COURSE NUMBER: PRLG-0131
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
A practical approach to legal research problems. Projects familiarize students with legal publications and how to use them in solving legal problems.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Sources of Legal Authority
   A. Primary Authority
      1. Codes/Statutes
      2. Administrative Regs
      3. Judicial Law
   B. Secondary Authority
      1. Restatements, Treatises
      2. Legal Encyclopedias
      3. Digests, A.L.R.

II. Citation
   A. Rules
   B. Forms

III. Legal Analysis
   A. Facts
   B. Issues
   C. Holding
   D. Rationale

IV. Conducting a Search

EXPECTED LEARNER OUTCOMES:

A. The student will be able to identify, cite, and validate sources of legal authority.
B. The student will be able to demonstrate legal analysis in preparation for research.
C. The student shall be able to use a legal dictionary, thesaurus, and encyclopedias.
D. The student shall be able to use primary and secondary authority.

COURSE COMPETENCIES:

The student will be able to identify, cite, and validate sources of legal authority.

Sources of Legal Authority
1. The student will be able to discuss the hierarchy of different types of legal authorities.
2. The student will be able to describe statutory, administrative and judicial law.
3. The student will be able to distinguish between primary and secondary authority.
4. The student will be able to describe the types of authorities found in a law library.
5. The student will be able to describe the different uses of the authorities found in a law library.

Citation of Authority
6. The student shall be able to use a legal dictionary, thesaurus, and encyclopedias.
7. The student will be able to demonstrate the process for preparing citations of legal standards.
8. The student shall be able to properly capitalize, punctuate and abbreviate citations of authority.
9. The student shall be able to incorporate citations of authority into grammatical sentences.
10. The student shall be able to explain the proper use and positioning of parallel authorities.

Validation of Authority
11. The student will be able to discuss the necessity for research validation.
12. The student will be able to demonstrate the process of validation through use of a citator.

13. **The student shall be able to explain the common features of a citator.**

14. The student shall be able to update validation through use of citator supplements.

15. The student will be able to describe the issuance of citators by jurisdiction and publication.

**The student will be able to demonstrate legal analysis in preparation for research.**

**Legal Analysis and the Research Process**

16. The student shall be able to analyze statutory and administrative law.

17. The student shall be able to analyze case law.

18. The student shall be able to prepare a case brief.

19. The student shall be able to compare and contrast precedent with a current situation.

20. The student shall be able to complete each of the basic steps of research.

**The student shall be able to use a legal dictionary, thesaurus, and encyclopedias.**

**Legal Dictionaries/Thesaurus/Encyclopedias**

21. The student will be able to describe the process for using a legal dictionary and thesaurus in legal research.

22. The student shall be able to prepare a citation for a legal dictionary.

23. The student shall be able to explain the system of organization of a legal encyclopedia.

24. The student will be able to discuss the supplementation of a legal encyclopedia.

**The student shall be able to use primary and secondary authority.**

**Statutory Authority**

25. The student will be able to distinguish a statutory publication from an annotated statutory publication.

26. The student shall be able to explain the organization of a statutory publication.

27. The student will be able to demonstrate the process of statutory research.

28. The student shall be able to compare federal and state statutory law.

29. The student will be able to distinguish substantive and procedural law.

**Judicial Authority**

30. The student will be able to distinguish common law from statutory law.

31. The student shall be able to explain the organization of judicial publications.

32. The student will be able to distinguish a Digest from a Reporter.

33. The student will be able to demonstrate the process of subject index research.

34. The student will be able to demonstrate the process of topical index research.

**Administrative Authority**

35. The student will be able to discuss the functions of administrative law.

36. The student shall be able to explain the organization of administrative publications.

37. The student will be able to demonstrate use of the Code of Federal Regulations.

38. The student will be able to demonstrate use of the Federal Register.

39. The student will be able to identify the subjects that are likely to be addressed by administrative law.
Restatements and Treatises
40. The student will be able to distinguish Restatements and Treatises from primary authority.
41. The student shall be able to explain the role of a Restatement as an authority.
42. The student shall be able to explain the role of a Treatise as an authority.
43. The student will be able to demonstrate use of a Restatement text.
44. The student will be able to demonstrate use of a Treatise text.

Annotated Law Reports
45. The student will be able to discuss the method of organization of annotated law report series.
46. The student will be able to identify those subjects that are likely to be addressed by annotated law reports.
47. The student will be able to demonstrate use of an annotated law report.

Legal Periodicals
48. The student will be able to describe the types of legal periodicals.
49. The student shall be able to explain how legal periodicals are properly used as authorities.
50. The student will be able to identify those subjects that are likely to be addressed by legal periodicals.
51. The student shall be able to explain how legal periodicals are updated and/or validated.
52. The student will be able to demonstrate use of a legal periodical.

Looseleaf Services
53. The student will be able to distinguish a looseleaf service from other types of legal research resources.
54. The student will be able to identify those subjects that are likely to be addressed by looseleaf services.
55. The student will be able to demonstrate use of a looseleaf service.

Reference Books
56. The student shall be able to explain how a reference book can be used as a finding tool for primary authorities.
57. The student shall be able to explain how reference books are updated/validated.
58. The student will be able to demonstrate use of a reference book.

ASSESSMENT OF LEARNER OUTCOMES:
Assessment methods will include the following:

Practical research problems
Quizzes

GRADING: The grade for the course is based on total points possible using the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
</tbody>
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SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.