Course Outline of Record Report

10/18/2021

PARAC112 : Legal Research & Writing I

General Information

Author:	• Dawn Ward • Damiano, Anthony • Meehan, Barbara
Course Code (CB01) :	PARAC112
Course Title (CB02) :	Legal Research & Writing I
Department:	Business Information Technolog
Proposal Start:	Spring 2019
TOP Code (CB03) :	(1402.00) Paralegal
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000504281
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	02/26/2014
Course Description:	This course focuses on legal research and examines both primary and secondary sources. Topics include research and writing skills including correct citation form by completing research assignments. There is also emphasis on researching federal and state law using both internet sources and electronic databases.
Submission Type:	Change to Content Mandatory Revision This course is scheduled for CIC review this semester (Fall 2018). As part of the mandatory revision through CIC the changes include modification the SLO's with course objective, course outline, and correct LIBRC100 Introduction to Library Research and Bibliography to an advisory..
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Law
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Legal Assisting (Paralegal)
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Paralegal Studies	A.S. Degree Major	Summer 2018 to Fall 2020
Paralegal Studies	Certificate of Achievement	Summer 2018 to Fall 2020
Paralegal Studies Associate in Science Degree	A.S. Degree Major	Fall 2020
Paralegal Studies Certificate of Achievement	Certificate of Achievement	Fall 2020

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54

Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students would benefit from understanding the fundamentals of research, including the applying the research process, evaluating sources, and using electronic catalogs. Students would build upon this foundation as they use electronic catalogs to research and identify primary and secondary sources in a law library.

AND

Advisory

ENGLC101 - Freshman Composition

Students need to be able to comprehend college textbook content, communicate effectively in writing with minimal grammatical and spelling errors, and write a research paper. The advisory requisite course provides students with the ability to analyze college reading material and write clearly structured essays.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work

Rationale   No value

Methods of Instruction   Discussion

Rationale   No value

Methods of Instruction   Instruction through examination or quizzing

Rationale   No value

Methods of Instruction   Lecture

Rationale   No value

Methods of Instruction   Other

Rationale   Research activities and assignments for primary and secondary sources of law.

Assignments

A. Class Discussion Question and Answer - Student interaction in discussion forum Online with other students and instructor.
B. Essay and Short Answer Questions -Tests with specific legal questions requiring legal research and writing.
C. Examination - Examination will be by web site automatic graded true and false or multiple-choice questions. Additional questions posted for student to write answers to case law, law application, or research into hypothetical scenario requiring student analysis and conclusion based on substantive or procedural law.
D. Other assignments include homework and projects based upon weekly readings.

Methods of Evaluation	Rationale
Tests	Examination - Examination will be by web site automatic graded true and false or multiple-choice questions. Additional questions posted for student to write answers to case law evaluation, law application, or research into hypothetical scenario requirements. Essay and Short Answer Questions -Test with specific legal questions and legal research and writing on substantive or procedural law application.
Participation	Class Discussion Question and Answer - Student interaction in discussion forum with other students and instructor. Questions include procedural and substantive review of law application in legal system. Online discussion will be of similar subject to faculty prompts and information provided for classroom discussions and lectures.
Homework	Homework and projects based upon weekly readings.
Distance Education Description: how outcomes are evaluated	Assignments for the online course are in line and similar to the assignments that are offered on ground. The SLO's are assessed through rubric and objective assignments such as discussion boards, exams, and homework.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Albright, A. & Putman, W.	Legal Research, Analysis, & Writing. 4th ed.	New York: Delmar Cengage Learning.	2018	ISBN-13: 978-1-305-94837-2. ISBN-10: 1-305-94837-8.
Harvard Law Review, et al. (Eds.)	The Bluebook: A Uniform System of Citation. 20th Ed.	Harvard Law Review Assoc.	2016	ISBN: 978-0-692-40019-7.

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Distinguish between primary and secondary sources and whether those sources are mandatory or persuasive authority when performing legal research.

Expected SLO Performance: 75.0

Apply proper research techniques to locate and select primary and secondary sources for the legal issue presented.

Expected SLO Performance: 75.0

Apply the four step IRAC method (issue, rule, analysis, conclusion) to prepare a case brief and analyze a legal issue.

Expected SLO Performance: 75.0

Demonstrate proper legal citation when researching and preparing various legal documents.

Expected SLO Performance: 75.0

Outline

Course Outline

1. Sources of Law
a. Common law
b. Stare decisis
c. Jurisprudence constant

b. Free vs. Fee based
c. Copyright concerns

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

This class is taught online and on ground. All paper assignment are identical to those in an onsite class except that they are submitted by "submission box" within the Learning Management System (LMS). Weekly class discussions are conducted by means of online weekly discussion forums within the LMS. Quizzes and Exams will also be uploaded to the LMS and the student will take the quiz/exam through the LMS platform, however, content will be identical to any on-site courses. The instructor is responsible for providing feedback to the discussion within the discussions each week and also through grading feedback. Some instructors use rubrics, which are also stated in the syllabus, to grade course work and discussion forums but rubrics are not required and the need will vary by assignment. Objective answers would not require a rubric. Outcomes are assessed. See Methods of Evaluation.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Faculty maintains regular and effective contact with students online through participation in discussion board forums, course announcements, annotated feedback comments on graded assignments, office hours, and responding to student inquiries via email, "ask the instructor" forum, phone, or Zoom video conferencing.

Students have regular contact with each other through the required weekly discussion boards. The students are required to post an initial response each week and reply to a minimum of two of their classmates. Students can also communicate with each other through email or Learning Management System Inbox.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Any needed software can be downloaded for free such as Microsoft office through student account or Adobe Acrobat free version. Students can contact campus IT, instructor or company for assistance.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue

burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

An accessibility check is run within the learning management system. Documents that are uploaded are checked for accessibility.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Online class size will not be lower than on-ground classes.