ENGL 380 (3-3-0) Legal Studies Seminar: This course helps students to develop their skills in logical reasoning, reading comprehension, and analytical reasoning. Students in the seminar will focus on preparing for a career in law. Completion of this course requires successful participation in out of class workshops.

Office Hours and Location: MWF 9-11 in Williams 205. Please feel free to come by for help with assignments and the readings. I am also happy to make appointments to meet at other times.

FSU Policies and Regulations

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules/ regulations governing FSU email usage may be found at: http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Title IX – Sexual Misconduct: Fayetteville State University is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Ms. Dionne Hall, Licensed Professional Counselor, Spaulding Building, Room 167 (910) 672-1387; psmith@uncfsu.edu
Ms. Linda Melvin, Director, Student Health Services Spaulding Building, Room 121 (910) 672-1454; lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:
Title IX Coordinator Barber Building, Room 242 (910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Academic Support Resources: The University College Learning Center (located in Chick 216C) hosts the Writing Center. The Learning Center’s homepage (http://www.uncfsu.edu/learningcenter) includes hours and additional information. You can access Smarthinking, an online tutoring service, through Blackboard; click on Tools and scroll down to the Smarthinking log in link. We will also use TurnItIn, an online service that ensures originality in student work and serves as a useful tool for effective citation.
Course Requirements and Evaluation Criteria

Required Texts (available at the campus bookstore):
Cambridge LSAT Victory 7th Edition
Cambridge LSAT Book of Ten Tests

Student Learning Outcomes: By the end of the course, students will be able to:
1. Improve their skills in reading comprehension, logical reasoning, and analytical reasoning.
2. Develop well-reasoned arguments.
3. Prepare effective personal statements for law school applications.
4. Examine and compare law schools and specializations within the legal field.

Companion Workshop: This class has a companion workshop intended to prepare you for taking the LSAT. The LSAT Prep is being offered through the FSU Office of Continuing Education. The cost of the workshop is $300 and will appear as an additional cost on your Fall 2015 student account. The LSAT Prep classes will be on Monday evenings from 6:00 until 9:00 pm August 24-November 30 in SBE 210. See the following for more information: https://aceware.uncfsu.edu/CourseStatus.awp?&course=15FALSAT102

Grading Scale. Assignments in this course are graded according to the following scale:
A 90-100 B 80-89 C 70-79 D 60-69 F <60

Graded Assignments:
- Unit 1 Prompts (4 + quiz @ 2% each) 10%
- Law School and Specialty Assessment 10%
- LSAT Essays (3 @ 5% each) 15%
- Reading Comprehension Exercises (2 @ 5% each) 10%
- Anecdote-based Personal Statement + Draft 10%
- Experience-based Personal Statement + Draft 10%
- Résumé 5%
- Professionalism/ Participation (includes LSAT class through continuing education) 30% = Total: 100%

Attendance Requirements and Assignment Submission: Successful performance in this class depends on good attendance (be in class and on time) and student participation. Attendance is crucial; missing more than two classes can impact your overall course performance. Attendance is also important to ensure punctual assignment submission. All assignments must be turned in on the assigned due date. Assignments must be submitted during the class period on the due date.

In addition, you must attend the required out of class workshops. Missing more than two of those will greatly impact your score for participation. Success in this class depends on successful completion of the outside workshops. It is your responsibility to turn in assignments at the required time. In order to pass the class, you must complete all of the graded assignments listed above. Late assignments are penalized by one grade level per class session missed. The only exceptions to this are assignments accompanied by appropriate documentation for the absence. Any assignment submitted more than a week after the deadline will receive an F. I will not issue incompletes.

Participation Grade Guidelines: The following criteria, arranged from high to low performance, are used to determine student participation grades. Participation deserving of an A grade will be strong in most categories; participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Listening: Actively and respectively listens to peers and instructor
Sometimes displays lack of interest in comments of others
Projects lack of interest or disrespect for others

Preparation: Arrives fully prepared with all assignments completed
Sometimes arrives unprepared or with only superficial preparation
Exhibits little evidence of having read or thought about assigned material
Contributions:  Comments are relevant and reflect understanding of class material and other student contributions  
Comments sometimes irrelevant, show lack of preparation, or indicate lack of attention  
Comments reflect little understanding of the class material or other student contributions

Frequency:  Actively participates at appropriate times  
Sometimes participates  
Seldom participates and is generally not engaged

Assignment Preparation and Classroom Decorum

Plagiarism and Academic Honesty:  Students are responsible for properly documenting all sources (MLA format). Plagiarism can be punished by expulsion. In cases of suspected plagiarism, I will discuss the charge with you, give an F grade for the assignment, and provide a 1-week rewrite opportunity. The rewrite grade will be averaged with the F.

Using MLA Format: Make sure to follow Modern Language Association (MLA) guidelines for using and citing primary and secondary sources. Please consult the Purdue Owl (http://owl.english.purdue.edu) for more on correct documentation formats. This website includes information on in-text citation and creating correctly formatted works cited pages.

Submission Format: Type all major writing assignments on one side of 8 ½” x 11” white paper, double-space the text, write in Times New Roman (font 12), and use 1” margins on all sides. Remember: a typical page in an academic essay contains anywhere from 250 to 300 words. Also, please note that each writing assignment must reach the minimum page requirement. Essay text that fills only four pages and runs over to the top of the fifth page does not constitute a five-page paper. Text must run down at least three-quarters of the fifth page to meet the page requirement.

FSU Policy on Disruptive Behavior in the Classroom:
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors.
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices.
4. Overt inattentiveness (sleeping, reading newspapers).
5. Eating in class (except as permitted by the faculty member).
6. Threats or statements that jeopardize the safety of the student and others.
7. Failure to follow reasonable requests of faculty members.
8. Entering class late or leaving class early on regular basis.
9. Personal grooming during class.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

See the complete policy at: [http://www.uncfsu.edu/policy/policies/academic_affairs/Disruptive%20Behavior.Final.pdf](http://www.uncfsu.edu/policy/policies/academic_affairs/Disruptive%20Behavior.Final.pdf). Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Course Outline and Assignment Schedule:** These dates and assignments are subject to change at my discretion. These dates are not set in stone; students are responsible for keeping updated on any modifications made to this document. Assignments do not reflect everything that may happen during a particular class session. For example, some additional homework and reading assignments are not provided or mentioned on the calendar. Assignments listed are to be completed for the date featured.

### Unit 1: Why Law School? Which Law School?

#### Week 1
8/21 F: Introduce Law School and Specialty Assessment

#### Week 2
8/24 M: Law School Confidential (Miller: Part 1)
**Prompt 1 Due:** Why do you want to go to law school? How is this decision part of who you are and who you want to become?
8/26 W: Law School Confidential (Miller: Part 1)
**Prompt 2 Due:** What patterns do you notice in the contributor bios? Which two resonate with you most? Why?
8/28 F: Law School Confidential (Miller: Part 2)
**Quiz on 1L Curriculum**

#### Week 3
8/31 M: Law School Confidential (Miller: Part 2)
**Prompt 3 Due:** In what ways has your undergraduate education prepared you for law school? In what ways has it not? Include a detailed description of your most significant learning experience and connect it in some way to the skill set necessary for success in law school.
9/2 W: Law School and Specialty Assessment—Program Review
9/4 F: Law School and Specialty Assessment—Program Review
**Prompt 4 Due:** Identify recommendation letter writers and prepare an update for at least one.

#### Week 4
9/7 M: Labor Day. Class canceled.
9/9 W: Law School and Specialty Assessment Presentations
9/11 F: Law School and Specialty Assessment Presentations

### Unit 2: Reading Comprehension and Scenario-Based Essays

#### Week 5
9/14 M: Law School and Specialty Assessment Presentations
**Law School and Specialty Assessment Due**
9/16 W: Essay Process: Prompt and Grid
9/18 F: Essay Process: Draft Position 1 for LSAT Essay 1

#### Week 6
9/23 W: Turn in both positions as well as reflection—which is stronger/why? (LSAT Essay 1 Due)
9/25 F: Grid

#### Week 7
9/28 M: Position 1
9/30 W: Position 2
10/2 F: Turn in Position 1, Position 2, and reflection (LSAT Essay 2 Due)
Week 8
10/5  M:  Grid
10/7  W:  Position 1
10/9  F:  Position 2
       Turn in Position 1, Position 2, and reflection (LSAT Essay 3 Due)

Week 9
10/12 M:  Reading Comprehension Practice
10/14 W:  Reading Comprehension Practice
10/16 F:  Midterm break. Class canceled.

Week 10
10/21 M:  Reading Comprehension Practice
10/23 F:  Reading Comprehension Practice
       Reading Comp 1 Due

Week 11
10/26 M:  Reading Comprehension Practice
10/28 W:  Reading Comprehension Practice
10/30 F:  Reading Comprehension Practice
       Reading Comp 2 Due

Week 12
11/2  M:  Anecdote-based Personal Statement Drafting
11/4  W:  Anecdote-based Personal Statement Drafting
11/6  F:  Anecdote-based Draft Due

Week 13
11/9  M:  Experience-based Personal Statement Drafting
11/11 W:  Experience-based Personal Statement Drafting
11/13 F:  Experience-based Draft Due

Week 14
11/16 M:  Individual Conferences—Meet in Williams 205
11/18 W:  Individual Conferences—Meet in Williams 205
11/20 F:  Individual Conferences—Meet in Williams 205

Week 15
11/23 M:  Personal Statement Presentations
11/25 W:  Personal Statement Presentations
       Final Anecdote-based and Experience-based Personal Statements Due

Week 16
11/30 M:  Résumé
12/2  W:  Résumé
12/4  F:  Reading Day

Finals Week:  Résumé Due/ Review Application Materials