

**UNM SCHOOL OF LAW
FACULTY MEETING**

Tuesday, February 9, 2010

The meeting was called to order at 3:08 p.m.

Attendance: Megan Argo, Marsha Baum, Reed Benson, Barbara Bergman, Paul Biderman, Barbara Blumenfeld, Michael Browde, Eileen Cohen, Barbara Creel, Chris Fritz, Eileen Gauna, Laura Gómez, Ann Hemmens, Steven Homer, April Land, Ernesto Longa, Antoinette Sedillo Lopez, José Martinez, Alfred Mathewson, David Myers, Mike Norwood, Helen Padilla, Sergio Pareja, Carol Parker, Liz Rapaport, Theresa Strike, Carol Suzuki, Sherri Thomas, Kevin Washburn

Students: Brian Close, Kate Gleeson, Erin McSherry, Jennifer Duprez, Maggie Murray

Staff/Sr. Admin: Sandra Bauman, Hannah Farrington, Susan Mitchell, Bonnie Stepleton,

I. Announcements

- a. Dean Washburn announced that the tuition differential line had “fallen out” of the legislative budget while in subcommittee. He and three SOL students are working hard towards reinstating it. There is no other budgetary information at this point.
- b. Thanks to Associate Dean Carol Parker’s efforts, and largely due to the need to comply with ABA and ADA requirements, we have received about \$230K for capital improvements, specifically the installation of automatic door openers on remaining doors, adding technology to some rooms, and remodeling 2404.
- c. Associate Dean Barbara Bergman has been in contact with Justice Charles Daniels regarding the Supreme Court hearing oral arguments at the Court of Appeals as an educational opportunity for the Law School. She will, via e-mail, poll the faculty regarding dates and times, and send the results to Justice Daniels. The Supreme Court would like to do what they can to accommodate the SOL’s schedule.
- d. Dean Washburn announced the addition of a second faculty meeting in March, likely on March 2nd.

II. Approval of January 20, 2010 Meeting Minutes

A motion was made and seconded to approve the minutes of the January 20th meeting as presented. The faculty voted unanimously in favor of approval.

III. Writing Assessment Committee Report and Recommendations – Associate Dean Barbara Bergman

- a. Dean Bergman drew the faculty’s attention to the committee’s report which had been distributed via e-mail, with copies available during the meeting. She reminded everyone of the committee’s charge, and briefly described its activities and process over the past number of months.
- b. She provided the reasoning behind each of the five recommendations described in the report.


- c. Dean Bergman then invited discussion, which ensued, including input from students, faculty and senior administration staff.
- d. Dean Bergman thanked everyone, stating the committee would utilize the comments and concerns to revise the recommendations and distribute them before the next faculty meeting, when they would be up for another discussion and action by vote.

IV. Summer Research Grant Policy – Dean Kevin Washburn

- a. Dean Washburn excused students and any staff who were not interested in remaining for the discussion of this agenda item.
- b. The Dean called faculty's attention to the existing policy, asking for general feedback to help his understanding of the need for potential changes moving forward.
- c. He reiterated he would like to accelerate the application process in order to utilize funds available this year, rather than the historical method of these grants being paid out of the following year's budget, due to the future budgetary uncertainty.
- d. Discussion ensued.

The meeting was adjourned at 4:57 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Sandra Bauman", with a long, sweeping horizontal line extending to the right.

Sandra Bauman
Administrative Assistant to the Dean

Revised Writing Curriculum Assessment Committee Report

Interim Dean Leo Romero appointed the Writing Curriculum Assessment Committee in the spring of 2009 to review how writing is taught throughout the entire law school curriculum and to make recommendations for any changes the Committee concluded would be desirable. He also asked the committee to consider whether the law school should continue to require the one-credit legal research class in the second semester of the students' first year. (The faculty had voted to require that class for the 2009-10 academic year and then to reassess whether that was the most effective way to teach these research skills.) The Committee members were: Barbara Bergman (chair), Marsha Baum, Barbara Blumenfeld, Chris Fritz, Steven Homer, Ernesto Longa, and Antoinette Sedillo-Lopez.

The Committee began meeting during the summer of 2009. We surveyed the faculty to determine which faculty members included a writing component in their classes and what types of writing projects they required. Those who required writing were then interviewed personally to gather more details. Committee members reviewed what other law schools were doing in their writing programs including the University of Seattle and the University of Detroit Mercy School of Law. The committee has also considered scholarship addressing the challenges and opportunities created by incorporating writing across the curriculum. Moreover, the Committee convened the following four focus groups to gather information about how our students, alumni, and employers of our graduates perceived the writing and research skills of our students.

Sept. 30	Current students
Oct. 1	Attorneys and judges
Oct. 5	Recent graduates
Oct. 8	Attorneys and judges

During the fall semester, first year students were encouraged to take a grammar diagnostic test and to attend workshops put on by Marilyn O'Leary focusing on basic grammar skills. These were modeled on workshops done by faculty at the University of Seattle. Ms. O'Leary was also available to meet individually with students who either wanted her assistance with their writing or were referred to her by other faculty. Only a small number of students took advantage of these tutorials, in part because of scheduling issues, but those who did seemed to

find them valuable. In addition, Bonnie Stepleton, as part of her student support work, has also worked with students with writing issues and can assist them in setting up sessions on main campus with the CAPS program that also provides writing assistance.

A considerable amount of information has been gathered from this process, but one theme has emerged in every source the Committee has consulted: our students need to write as much and as often as possible. Luckily, the law school already provides ample opportunities for them to do so. These many opportunities to write provide a jumping-off point for shifting our students' culture towards writing away from "do the least you can so that you can get out of here" towards "do as much as you can while you have the chance." To that end, the Committee has developed a proposal that expands students' writing experiences within the curriculum the law school currently offers. Where students once had two required semesters of writing, plus the writing requirement, students would now have four required semesters of writing with the option of a fifth semester for students wishing to attain the highest level of analytical writing to which they are capable. Moreover, the four required semesters will expose students to the range of types of writing and writing skills that alumni, faculty, employers – and students themselves – say they need. This proposal is intended to define the minimum writing experience for our students. We anticipate that it will also reduce the number of independent research projects being supervised by faculty. The students should be encouraged at every opportunity to take on additional writing experiences whenever possible, even if those experiences do not satisfy the proposed requirements.

The Committee recognizes that while we are preparing our students for the practice of law, we are also teaching law as part of a university. We believe it is important for our students to acquire practical skills, through courses focusing on practice related writing and drafting experiences. In addition, however, we think it is important that our students develop the skills of analytical reasoning and writing in a broader intellectual context. This seminar writing experience is part of the competency of every educated professional.

The Committee's assessment of writing in our current curriculum has also led us to examine the necessarily related question of research instruction and skills provided to our students. As with the question of writing, the wide-range of studies on the need for research

instruction by research librarians into their seminar and drafting courses to further enrich the legal research skills of our students.

Advanced Writing Requirement

Statement of Purpose: The advanced writing requirement reflects faculty recognition that writing is an essential feature of a legal career. For that reason, writing should be an integral part of a law student's education and should also function as a culmination or synthesis of that education. The goal of the writing requirement is to permit each upper-class student to produce a written product demonstrating significant legal analysis. This written product should either build on comprehensive legal research or be a synthesis of information across subject matter lines. The essence of the advanced writing requirement is a **substantive and substantial analytical experience**, culminating in a significant paper that has undergone a series of systematic, thorough, and scheduled revisions. Linked to this is the faculty's commitment to provide each student with an opportunity to grow as a writer, taking his or her writing and analytical skills to a higher and more sophisticated level.

Requirement: Every upper-class Juris Doctor Degree candidate must produce and submit a substantial written work. To satisfy the writing requirement the work must be approved by a member of the full-time law faculty who supervises the work as meeting the law school's requirement for advanced writing. A review by a second full-time member of the faculty is at the discretion of the supervising faculty member. The writing requirement cannot commence until after completion of first year law studies.

Page length will vary depending on the instructor and nature of the subject matter. However, in most cases, students will be required to submit a paper of at least 20 pages.

Standards: Standards for meeting the writing requirement shall be careful topic-formulation; in-depth research; creative thesis-development; thorough analysis and presentation of relevant law and policy; precise drafting; effective organization; systematic revisions of the paper; and regular consultation throughout the process.

Means of Compliance:

1. The primary avenue in which students will fulfill their writing requirement is by enrolling in a "*writing requirement seminar*," specifically designed to fulfill the advanced writing requirement. The faculty member shall grade the seminar paper and assign it a letter grade for purposes of the seminar grade and shall also determine independent of the grade for the seminar if the paper satisfies the advanced writing requirement. If the paper does not satisfy the writing requirement, the faculty member shall promptly notify the student that it does not and provide an explanation to the student of why it does not. If the student decides that he or she wishes to resubmit the paper in order to satisfy the writing requirement and if the faculty member agrees to supervise the resubmission, the faculty member and student shall then agree on a writing schedule including a fixed deadline for completion of the resubmitted paper. A student may also decide to satisfy the advanced writing requirement by enrolling in a different seminar or through independent research as provided in this policy. Students are advised to carefully consider the deadlines for completion of the writing requirement as set out below; or
2. Satisfaction of all the requirements for academic credit for either the New Mexico Law Review or the Natural Resources Journal. All writing requirements, as stated above, must be met for any Journal article to fulfill the writing requirement.
3. In cases in which no seminar satisfies a student's interest or schedule, exceptional arrangements may be made whereby the student fulfills the writing requirement through independent research. Any such exceptions require approval from the

Associate Dean for Academic Affairs in consultation with the Assistant Dean for Registration.

4. Normally, all writing requirement seminars shall be offered as a 2 or 3 credit hour course. Students wishing to enroll in a seminar, but who **do not wish to satisfy the advanced writing requirement in the seminar, should enroll in the seminar for 2 credit hours.** Students wishing to **satisfy the advanced writing requirement shall enroll in the seminar for 3 credit hours.** In seminars offering this option, the election as to 2 or 3 credit hours shall be made by the student. In certain advanced writing requirement seminars the professor may designate the seminar as a 3 credit hour seminar for all enrolled students. In this case, the student should notify the professor they wish to meet their writing requirement through the course.

Deadlines:

1. Students must identify with the Assistant Dean for Registration their avenue for fulfilling the writing requirement no later than the end of the first semester of their second year. Students must enroll in a seminar, Journal, or independent research by the second semester of their second year or by the first semester of their third year.
2. **Approval from the Associate Dean for Academic Affairs is mandatory for any student to elect to meet this requirement in their second semester third year.** Students should be aware that by waiting until their last semester in school to meet the writing requirement puts in jeopardy their graduating on time, given the potential that it will take more than one semester to complete the requirement. **The deadline for completion of the paper will be set by the professor, but no later than the deadline for the entire class.**
3. The deadline for completion of the advanced writing requirement shall be the date set by the writing seminar faculty member or the supervising faculty member in an independent research paper, which normally should be at **the end of the semester** in which the student is enrolled.

Deadline for Papers Not Satisfying the Writing Requirement by the End of the Enrolled Semester: For second-year students enrolled in a fall or spring writing seminar/independent research or third-year students enrolled in a fall seminar/independent research, and whose paper did not meet the writing requirement standards, and on agreement by the professor, may continue to work with the professor so that the paper will satisfy the writing requirement. If such an agreement is reached by the student and professor, the student must submit a final revised paper that, in the opinion of the supervising professor, meets the writing requirement standards. The deadline for the paper to be complete is no later than **four months** from the last day of class in the semester in which the student was enrolled in the writing seminar/independent research. **There will be no adjustment or extension granted beyond the four months deadline.**

Time Table for Completion of the Writing Requirement (Dates will vary by calendar year):

Term Paper was started complete	Date paper must be
Fall (last day of class December 1 st)	April 1 st
Spring (last day of class April 30 th)	August 30 th
Summer (last day of class July 28 th)	November 28 th

Definition of Deadline: Deadline means the reader(s) must submit the signed writing requirement form to the Assistant Dean for Registration by the above stated dates.

Responsibility for knowing about these deadlines and for complying with these deadlines is on each student. Students who do not comply with this requirement or whose final paper, as submitted, is deemed unsatisfactory by the first or second faculty reader will not be eligible for graduation until the writing requirement has been satisfactorily met.

Non-Complying Writing: Since the advanced writing requirement is intended to function as a culmination or synthesis of a law student's education, neither initial case notes nor briefs prepared in connection with Moot Court competitions satisfy the advanced writing requirement. Written work, which satisfies general course requirements, does not meet the advanced writing requirement unless the course is a seminar as defined in this policy.

Research Paper Guidelines

1. **Appropriate Topic:** The research paper must have a legal theme broad enough to encompass a significant legal issue and narrow enough to allow comprehensive treatment of that issue. The topic must deal with a subject that has a substantial existing literature of primary and secondary sources, which can provide the point of departure for the student's work. Empirical studies and interdisciplinary work which otherwise satisfy the writing guidelines are encouraged.
2. **In-Depth Research:** The research paper must demonstrate that the student has a full grasp of the relevant existing primary and secondary authorities. At a minimum, the paper will comprehensively canvas and organize the existing authorities to provide a point of departure for the author's argument or point of view. In addition, the paper must demonstrate a mastery of the use of authority to construct and support the arguments presented.
3. **Faculty Supervision:** One purpose of the advanced writing requirement is to encourage professional interaction between the student and the supervising faculty member during the preparation of the paper. The student and faculty member shall meet periodically to discuss and agree upon a topic, to discuss and review the results of preliminary research, and to discuss and review an outline and one or more drafts of the paper prior to submission of the final draft.
4. **Significant Analysis:** The paper must be more than a narrative assemblage of the available authorities or other research data. The paper must organize the research data into a coherent structure informed by the author's consistent arguments or point of view. The author must demonstrate a marked capacity to use legal authority and other data to develop and support the author's argument or point of view.
5. **Form and Length:** The paper must be free from grammatical errors or misspellings. The writing must exceed minimum standards of effective, accurate expository prose. Footnotes must comply with Blue Book or ALWD form. The paper must be of sufficient length to address adequately the issues presented. At a minimum the paper will be 20 pages in length.

I have tracked down the rest of the information on how the students in classes 2009 and 2008 met their writing requirements. The class of 2009 had 107 students and the class of 2008 had 97 students.

Graduating class of		2009
Course #	Title	Students
515	Conflicts of Indian Law	2
533	Family Law	2
536	Endangered Species	3
539	Natural Resources Journal	6
541	Human Rights Law	7
565	Natural Resources	2
569	Natural Resources Journal IV	1
571	Native American Rights	1
594	Independent Research	23
601	Art Law	2
613	Sexual Orientation	2
625	Supreme Court Decision	1
626	Intl Criminal Law	4
628	Law of Indigenous People	5
639	New Mexico Law Review II	10
656	State Con Law	4
662	Mental Disability	4
671	Adv. Tort Litigation	1
690	Bioethics	3
593 J	Corporate Governance	1
593-002	Con Law Topics	8
593-005	Criminal Law in Indian Cntry	2
593-012	Child Advocacy	1
593-018	Weather & US Law	1
593-025	Natural Resources Indian	3
593-027	Law and Economics	3
593-033	Race & Law in Am History	3
593AE	Environmental Justice	1
593n	Documentary Films/Law	1

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Graduating class of		2008
Course #	Title	Students
515	Conflicts of Indian Law	2
533	Family Law	2
538	Natural Resources Journal I	2
539	Natural Resources Journal II	9
540	Copyright Law	1
544	Oil and Gas	1
561	Indian Land Claims	1
565	Natural Resources	6
575	Western Water Policy	2
581	Insurance	1
589	Info, Technology & Law	3
594	Independent Research	18
613	Sexual Orientation	1
620	Amer Con History	2
625	Supreme Court Decisions	5
638	New Mexico Law Review I	1
639	New Mexico Law Review II	8
642	Sports Law	4
656	State Con Law	1
671	Adv. Torts Litigation	2
690	Bioethics	1
593-002	Natl Security Law	2
593-005	Race and the Law	1
593-011	Child Develop/Law	1
593-045	New and Old Media	1
593aa	Env. Global Warming	1
593ae	Env Justice Seminar	7
593d	Gender and the Law	2
593g	Law of Indigenous People	1
593j	Corporate Governance	2
593n	Documentary Films/Law	1
593v	Access to Justice	5

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Advanced Writing Requirement

Requirement: Every upperclass Juris Doctor degree candidate must produce and submit a substantial written work. To satisfy the writing requirement the work must be approved by the member of the full-time law faculty who supervises the work as meeting the law school's requirement for advanced writing, after review by another full-time member of the faculty.

Statement of Purpose: The advanced writing requirement reflects faculty recognition that writing is an essential feature of a legal career. For that reason, writing should be an integral part of a law student's education and should also function as a culmination or synthesis of that education. The goal of the writing requirement is to permit each upperclass student to produce a written product demonstrating significant legal analysis. This written product should either build on comprehensive legal research or be a synthesis of information across subject matter lines. The writing requirement cannot commence until after completion of first year law studies.

All honor papers will be added to the collection of the Law Library and may be reproduced by the School of Law for educational, informational, or teaching purposes.

Means of compliance with the writing requirement: The writing requirement may be undertaken in conjunction with any seminar or planning course offered by a full-time member of the law faculty and may be used to satisfy both the requirements of the seminar or planning course and the separate writing requirement.

Seminars: courses that meet the following criteria:

1. They will have a limited enrollment (no more than 15 students).
2. They generally involve a concentration on issues or topics that assume a basic understanding of the area. Thus, seminars usually will have one or more prerequisites.
3. The student papers must entail in-depth research and significant legal analysis.

Planning Courses: Are courses that meet the following criteria:

1. They will have a limited enrollment (no more than 20 students).
2. They involve a subject matter that is not limited to one area of the law.
3. Each student must write memoranda that define the plan proposed, analyze the issues related to that plan, and synthesize the analysis in resolving the issues.
4. Each student must draft sophisticated legal documents that fulfill the plan defined in the legal memoranda.

Alternatively, when no seminar or planning course is offered which meets the student's research interest, the student may satisfy the advanced writing requirement by enrolling in independent research if the student submits a written work which independently satisfies the requirements of the research program and the guidelines applicable for meeting the advanced writing requirement.

Publishable articles, case notes, or comments prepared for the *New Mexico Law Review* or the *Natural Resources Journal* may satisfy both the requirements for receiving academic credit for law review service and the advanced writing requirement. The standard form needs to be submitted listing a first and a second reader to the Registrar.

Deadline for Completion: In every case, to satisfy the advanced writing requirement, the written work must be certified by the supervising member of the faculty as meeting the

advanced writing requirement, after it has been reviewed by another member of the faculty. The deadline for completion is:

1. The paper must be submitted in final form, meaning no remaining revisions, to the first faculty reader no later than the day before commencement in any given term (spring, summer, fall).
2. The second faculty reader shall approve the paper no later than 10 working days later.

Students who do not comply with this requirement or whose final paper, as submitted, is deemed unsatisfactory by the first or second faculty reader will not be certified to take a state bar examination until the following administration of a state bar examination.

First and second faculty readers shall inform the law school Registrar whether papers meet the upperclass writing requirement no later than the day before commencement in any given term (spring, summer, fall).

Non-Complying Writing: Since the advanced writing requirement is intended to function as a culmination or synthesis of a law student's education, neither initial casenotes nor briefs prepared in connection with Moot Court competitions satisfy the advanced writing requirement. Written work, which satisfies general course requirements, does not meet the advanced writing requirement unless the course is a seminar or planning course as defined in this policy.

Guidelines

Research Paper

1. **Appropriate Topic:** The research paper must have a legal theme broad enough to encompass a significant legal issue and narrow enough to allow comprehensive treatment of that issue. The topic must deal with a subject that has a substantial existing literature of primary and secondary sources, which can provide the point of departure for the student's work. Empirical studies and interdisciplinary work which otherwise satisfy the writing guidelines are encouraged.
2. **In-Depth Research:** The research paper must demonstrate that the student has a full grasp of the relevant existing primary and secondary authorities. At a minimum, the paper will comprehensively canvas and organize the existing authorities to provide a point of departure for the author's argument or point of view. In addition, the paper must demonstrate a mastery of the use of authority to construct and support the arguments presented.
3. **Faculty Supervision:** One purpose of the advanced writing requirement is to encourage professional interaction between the student and the supervising faculty member during the preparation of the paper. The student and faculty member shall meet periodically to discuss and agree upon a topic, to discuss and review the results of preliminary research, and to discuss and review an outline and one or more drafts of the paper prior to submission of the final draft.
4. **Significant Analysis:** The paper must be more than a narrative assemblage of the available authorities or other research data. The paper must organize the research data into a coherent structure informed by the author's consistent arguments or point of view. The author must demonstrate a marked capacity to use legal authority and other data to develop and support the author's argument or point of view.
5. **Form and Length:** The paper must be free from grammatical errors or misspellings. The writing must exceed minimum standards of effective, accurate expository prose. Footnotes must comply with Blue Book form. The paper must

be of sufficient length to address adequately the issues presented. Only in rare cases will a paper of fewer than 20 pages be adequate to comply with the advanced writing requirement.

Planning Documents

1. Collectively the planning documents must implement the plan proposed by the student. They must be consistent with the plan. Individually, the documents should be models for practice in the area; they should be written in clear language, free of legal jargon.
2. The memoranda must reflect an understanding of the subjects and the ability to analyze and synthesize the issues.
3. To the extent applicable, Paragraphs three to five of Guidelines for Research Papers apply.

instruction, the experiences with research skills in other law schools programs, and the feedback from faculty, students, attorneys, and judges collectively echoed a common theme: the need for a meaningful component to develop legal research skills that is currently missing in our curriculum. This assessment leads the Committee to make the following recommendations to be applied beginning with the class of 2013:

1. End the current thesis requirement.
2. Require all students, including those serving on the law review to successfully complete a seminar paper as part of their graduation requirements. This paper must constitute a substantial piece of research and analytical writing requiring the student to explore a topic of their choosing. This writing is directed towards an open-ended exploration of ideas and a subject matter of intellectual interest to the student rather than writing designed to promote the interests of a specific client or a particular legal position.

The Associate Dean for Academic Affairs will identify those seminar classes that will fulfill this graduation requirement, guided by the following criteria:

- (a) A single paper
- (b) Requiring research
- (c) Written by a single student
- (d) Representing at least 75% of the seminar grade
- (e) Supervised by a regular or emeritus faculty member

A qualifying seminar may be offered for two or three credit hours at the discretion of the faculty member teaching the class, but all students taking the seminar would take it for the same number of hours.

3. Require all students to take and successfully complete a practice related/drafting class as part of their graduation requirements.

The Associate Dean for Academic Affairs will identify those drafting classes that will fulfill this graduation requirement, guided by the following criteria. (A significant number of faculty already teach classes that contain a substantial drafting component):

- (a) A substantial written product or a series of products which are collectively substantial
- (b) Requiring research (with exceptions for well-conceived closed drafting classes)
- (c) Written by a single student
- (d) Representing at least 75% of the course grade

(e) Supervised by a regular, emeritus or adjunct faculty member

A qualifying drafting class may be offered for two or three credit hours at the discretion of the faculty member teaching the class, but all students taking the drafting class would take it for the same number of hours.

4. The students must take at least one of the above two classes—either the seminar or the practice related/drafting class—during their second year. Neither of those courses may be taken during the first year.
5. Provide students the option of a “thesis-like” writing experience through an independent study with individual faculty members (but such a thesis would no longer be required to graduate). The topic of such writing may well build on the paper satisfying the seminar requirement, but must go well beyond mere revision of the seminar paper and aspire to be of publishable quality. Supervising faculty may nominate selected thesis papers they feel merit an Honor Thesis Award, which if concurred in by the Honors and Awards Committee, will be noted on the student’s transcript. In addition, students on law reviews/journals working with faculty members would be eligible to have their articles/papers nominated by that faculty member for an Honor Thesis Award.
6. In addition to continuing the one-credit legal research class for 1Ls in their spring semester, require a two credit legal research course, to be taken during one of the following class sessions: the summer between their first and second year, during their second year or during the summer between their second and third years.¹ This two credit class would be designed to expose students in greater depth to research skills but would also require them to analyze the research they do and apply it to answer the issue presented in various factual scenarios.² In addition, we encourage faculty to incorporate

¹ This sixth recommendation was not a unanimous recommendation of the entire Committee.

² A more detailed description of this course would be:

Legal Research 2 would take a more in-depth look at legal bibliography, the process of legal research and methodologies, and the application of research skills to particular situations. Students would be exposed to a wide range of legal materials and practical techniques and strategies for using these materials competently and effectively in the research process. The goal of the course is to create self-sufficient legal researchers, capable of analyzing a legal problem, and formulating and executing the appropriate and most effective research methodology and applying those skills to a given scenario. Particular attention would be paid to types of legal sources and research not covered in the first year of law school (e.g., administrative law, legislative histories, and legal practice materials). Both print and online sources would be explored and evaluated.