

**LEGAL PRACTICE I, II, AND III
COURSE POLICIES
AND POLICIES GOVERNING ACADEMIC INTEGRITY**

Welcome to Legal Practice (“LP”) at the Roger Williams University School of Law (“RWUSOL”). LP is comprised of three semesters - LP I, II, and III—during which you will undergo training in legal analysis and research and develop and hone the writing skills necessary for practicing law. Upon completing the three semesters,¹ you will have acquired the knowledge and the skills necessary to, among other things: (1) read and critically analyze cases, statutes, and other sources of law; (2) research legal issues using a variety of sources including cases, statutes, and secondary sources; (3) write legal memoranda, legal correspondence, and pleadings; and (4) argue orally the merits of a particular legal issue.

As an LP student, you are required to read, understand, and comply with these and the LP Policies Governing Academic Integrity (together, the “Policies”). The Policies are based upon the expectations and responsibilities of the RWUSOL and within the legal profession more generally. Please read them carefully.

I. Mandatory Attendance

Your attendance in your LP class or any rescheduled class(es) is mandatory; therefore, if you miss more than twenty percent of your LP classes (that is, more than two LP classes per semester), you will be academically withdrawn and given a W/F for the course. (For purposes of these Policies, a LP “class” includes your mandatory conference(s), your mandatory legal research training(s), and your Oral Argument.) Occasionally, your LP professor will reschedule your LP class to accommodate Monday holidays or a cancelled class; your attendance at any rescheduled class is mandatory. The RWUSOL’s full attendance policy is set out in Article Five of the ACADEMIC CODE OF THE ROGER WILLIAMS UNIVERSITY SCHOOL OF LAW found in your student handbook. Please note that a student who is unprepared for class may, at the professor’s discretion, be counted as absent for that class for these purposes.

During any semester that includes online learning *in toto* or includes asynchronous or synchronous online learning as part of each class, participation is mandatory. Thus, a failure to attend an online class or the synchronous portion of an otherwise “live” class or to undertake the asynchronous portion of an otherwise “live” class will qualify as an absence, in whole or in part.

II. Professionalism

A core part of your LP course is to prepare you, as a law student, to become a legal professional and to adhere to the high standards for written work, communication, and conduct expected of a legal professional. Accordingly, a lack of professionalism will affect your grade in this course, just as it would affect your legal employer’s view of your reliability and credibility as a lawyer. As such, we expect LP students to:

- Be on time and fully prepared for each class;
- Bring to class appropriate textbooks and materials;
- Participate regularly, substantively, and thoughtfully in class discussions;

¹ Beginning with the 2018-19 academic year, students who place in the top 25% of their first year class may opt out of LP III.

- Engage respectfully in class discussions and exercises, by disagreeing respectfully with your professor or classmates when inclined to do so, refraining from monopolizing class or group time, and contributing actively to any group work;
- Treat with respect all faculty, staff (in particular, the librarians and faculty secretaries), and classmates in your LP course;
- Take personal responsibility for and pride in your written work, focus on the task at hand, and put diligent effort into all of your work, whether it is ungraded or graded;
- Turn in, when due, all assigned and mandatory work, making sure that each assignment complies with all course requirements for assignments and communications, as well as assignment grading and submission requirements, as set out in these Course Policies, the assignments themselves, and your LP syllabus;
- Pick up all assignments once your LP professor informs you that they are ready to be picked up;
- Read all of your professor's written feedback carefully, including the feedback about grammar and/or other writing issues;
- Maintain a positive and productive attitude toward your work, professor, and class, always making sure to take constructive criticism well;
- Communicate with your professor, the librarians, and the faculty secretaries in professional emails that comply with the standards for content, tone, and courtesy set out in the Email Policy below;
- Attend office hours when your professor asks that you do so or when you have questions;
- Meet with the Associate Director of Academic Success, & Writing Professor, Justin Kishbaugh, or Professor Kathy Thompson, the Director of Academic Success, when your professor requests or suggests that you do so or when you need writing help;
- Power off all cell phones and other electronic devices during class, oral arguments, meetings with your professor, and at all required library trainings or other events where your attendance is mandatory;
- Use a laptop in class only to the extent your LP professor permits (no Internet surfing, instant messaging, playing games, searching, or emailing);
- Refrain from asking your professor or any faculty secretary when assignments will be graded and returned to you;
- Conduct yourself professionally with library staff and other outside training staff at all research trainings;
- Refrain from discussing, sharing, or otherwise reviewing any assignments with current or former students or anyone outside the law school community, including attorneys, paralegals, friends or family, as outlined in the Non-Collaboration Policy below;
- Refrain from reviewing or copying any portion of another (current or former) LP student's work product (whether in draft or final form) as outlined in the Non-Collaboration Policy below;
- Consult your own class notes, handouts, PowerPoints and other materials when looking for answers to questions about assignments and, if the answer is not in those materials, email or otherwise ask your LP professor rather than fellow classmates; and
- Refrain from asking students in other LP sections any questions about assignments, whether about content, format or other instructions.

III. Course Assignments

Your LP I, II, and III assignments must conform to the requirements set out below. Your professor may penalize any failure to comply with these requirements by reducing your grade on a non-conforming assignment and by reducing your final LP course grade by one-third of a letter grade, at your professor's discretion.

- A. Written Assignments.** Each written assignment for LP must be a neat, clear, professional, and well-edited work product that complies with your professor's specific directions, the assignment directions, and:
- is typed in black ink, single-sided, double-spaced,² in unaltered 12-point, regular (not narrow or widened) font,³ with the first line of each paragraph indented five character spaces, and the page numbers centered at the bottom of each page (including the first page), and one-inch margins all around;
 - includes, in a single-spaced one-line header in the upper left-hand corner of each page, your name, your LP section, your LP professor's name, and the date (e.g., Fall 2021);
 - is free of typographical, spelling, grammatical (including contractions), and printing errors; spells out all numbers up through ninety-nine, as per Bluebook rule 6.2;
 - complies with the assigned page limit;
 - is timely submitted on the assigned due date and in the method(s) your professor requests; and
 - is prepared independently, in full compliance with the non-collaboration policy set forth below in the LP Code of Academic Integrity.
- B. Assignment Copies and Retention.** You are expected to retain a clean hard or electronic copy of each assignment that you submit for a grade or other evaluation in LP I, II, and III, *through the end of your third year of law school, including the summer following that academic year*. You need to be able to produce your assignments, as submitted and when requested throughout that period; thus, if you choose to retain your assignments electronically, those assignments must reflect proper authorship and the date you completed it, in final form. Remember, too, to routinely back up your computers so as not to lose those assignments in the event of a "crash."
- C. Legal Research for Course Assignments.** Your research for LP assignments must comply with the following specifications:
- You must **conduct independently** all research for LP assignments, in full compliance with the non-collaboration policy set forth; and
 - You must retain—through the end of your second year of law school, including the summer following that academic year—detailed research logs or organized files (either in hard copy or electronic) of all of your legal research for your LP assignments, so that you can recreate that research, if necessary, and so that you can show your research process and results at your professor's request.

² Microsoft Office Word automatically inserts extra space between the last line of a paragraph and the first line of the next paragraph; **please adjust the appropriate default setting to eliminate that extra space between paragraphs so that the full page is double-spaced.** However, block quotes, footnotes, and headings should be single-spaced.

³ Most LP professors require either Times New Roman or Arial font. You may not use a "small" 12-point font.

IV. Grading and Submission of Assignments

A. Submission of Assignments. An assignment is due on the day and by the exact time your professor specifies. You will submit all LP assignments via the Assignments tab on Bridges unless your LP professor directs you otherwise. An assignment is “late” when you fail to meet precisely any of the applicable instructions. **You must submit to your LP professor every assignment to pass LP I, II, and III; failure to turn in an assignment may result in an “F” for the course.** All required assignments are noted on the LP syllabi; please make sure to read carefully through each syllabus and take note of when an assignment is due. If your assignment cannot be found after you have turned it in, you will have twenty-four hours to produce a copy of that assignment once your professor or a faculty secretary requests that you to do so.

- 1. Grade Reduction for Late Assignments.** Just as practicing attorneys must adhere to deadlines, you must adhere to the deadlines set for each assignment. Absent extreme circumstances, for *graded and ungraded* assignments, your professor will penalize a late assignment as follows: (i) for graded assignments, by reducing the grade on that particular assignment by ten percent of the assignment’s points for each twenty-four hour period after the specified due time that the assignment remains outstanding, including weekends and holidays, and (ii) for ungraded but mandatory assignments, by reducing your final course grade by one-third of a letter grade. Your professor may exercise some discretion in penalizing assignments that are less than half an hour late. When turning in a late assignment, submit your assignment via Bridges or email your assignment directly to your LP professor, as per her preference. Please note that the “extreme circumstances” noted above are limited; two examples of an “extreme circumstance” are a student’s serious illness accompanied by medical verification or the death of a student’s close relative. If an extreme circumstance arises, you should notify your LP professor as soon as possible and, when possible, before an assignment is due to discuss the situation. In either case, you must be prepared to explain the “extreme circumstance” and provide appropriate documentation regarding the same.
- 2. Grade Reduction for Exceeding the Page Limit.** Just as practicing attorneys must write concisely and within the page limits courts set, you must keep your written assignments within the page limit set for each assignment. Your professor may penalize assignments that exceed the page limit by not reading the material falling beyond the page limit, by reducing the grade of a graded assignment, or by reducing your final course grade by one-third of a letter grade.
- 3. Grade Reduction for Lack of Professionalism or Diligent Effort.** Just as practicing attorneys must adhere to the high standards of professionalism and diligence the legal profession expects and that the ethics rules governing lawyers’ work and conduct demand, you must comply with the requirements set out above for professionalism and diligence in your written work, other communications, and conduct. Accordingly, each assignment you turn in—graded and ungraded—must reflect a professional and diligent effort on your

part. Therefore, as noted above, your professor may reduce your final course grade for any assignment that does not reflect a diligent effort or otherwise comply with the professionalism requirements for this course.

B. Feedback Process. As part of the learning and evaluation process in LP, your professor often will give you detailed feedback on your written work. As noted above, once you get back an evaluated or graded assignment, you are expected to read all of the feedback provided, to read any assigned materials, and to meet with your professor or the writing specialist when your professor requests or suggests in the feedback that you do so. Moreover, you are expected to wait at least twenty-four hours after you receive your assignment to meet with your professor about your assignment; your professor looks forward to working with you, but this waiting period gives you important time to read the comments thoroughly, digest them, gain critical insight, and formulate appropriate questions that focus on the task at hand.

V. Email Policy

In emailing your LP professor, you are to exercise professionalism and courtesy in your content and tone, and:

- Include a formal greeting (“Dear Professor X”) and a closing before your signature/name (e.g., “Regards”);
- Write in complete, grammatical sentences, with proper paragraphs;
- Follow up on any email from your professor with a “thank you” or other appropriate response;
- Omit texting abbreviations and other casual characters; and
- Before you hit “Send,” proofread and revise the email to make sure your message is clear, free of errors, grammatical, thoughtful, constructive, and appropriate enough to copy and place in a file.

LP POLICIES GOVERNING ACADEMIC INTEGRITY

We expect LP students to abide by the same rules of integrity, honesty, and responsibility that practicing attorneys must abide by and that the RWUSOL's Code of Student Responsibility demands. Accordingly, you must abide by the following in LP; any violation has implications under the RWUSOL's Code of Student Responsibility, including severe disciplinary action. For purposes of LP, a violation of these Policies may result in your LP professor reducing your final LP I, II, or III course grade by one-third of a letter grade and any other action available under the RWUSOL's rules and policies.

I. Non-Collaboration and Use of Resources Policy

LP is designed to teach each student how to undertake legal research, analysis, and writing, and a student can learn and develop these essential skills only by working independently on all of the legal writing and research assignments. Therefore, in conjunction with the RWUSOL's Code of Student Responsibility found in your student handbook, you must conduct independently all legal research and produce independently all LP written assignments. Thus, every graded and ungraded LP assignment must be your own, independent, work product and you may not:

- Collaborate or work with another student(s) to outline or write an LP assignment or any part of an LP assignment, with the exception that your LP professor may assign group exercises from time to time that relate to your assignments; you may collaborate on the limited basis your professor instructs for purposes of those in-class exercises only;
 - Review, read, consult, copy, or use another student's work product (prepared anywhere and at any time) that discusses the same or somewhat similar issues as those your LP assignments raise;
 - Seek assistance from another law student (current or former) or unauthorized third parties with any aspect of your written work, including outlining, reading, writing, editing, and proofreading assignments. Unauthorized third parties include anyone or any writing assistance program other than your LP professor, the RWUSOL's reference librarians, Professor Kathy Thompson, Professor Justin Kishbaugh, and text-to-speech readers like "Natural Reader" and "Dragon" software.
 - **Discuss any assignments in any capacity outside of class with other students, including, but not limited to, cases⁴ and client facts, except as your professor may instruct for purposes of oral argument.**
- a) Seek assistance from another student or unauthorized third parties (as defined above) with any aspect of a LP research assignment, except from your LP professor,

⁴ The fall 2021 LP I office memorandum problem is, in part, a "closed universe" problem meaning that your LP professor will provide you with all of the cases you need to complete the Rule Synthesis Exercise, the Annotated Outline Assignment, and the TRRAC Assignment. Accordingly, you may discuss with your LP I classmates those cases, in or out of class. Indeed, much of LP I is devoted to just that type of discussion. However, you will be responsible for finding cases responsive to the Research Assignment and relevant to a section of the LP I Office Memo. Likewise, you will be responsible for all aspects of your LP II assignments, including finding and applying the relevant law. Accordingly, beginning with the LP I Research Assignment, you may not guide or seek guidance from classmates in finding or assessing the relative merits of the governing law, unless and until your LP professor has raised and discussed in class a specific case or cases.

Professor Kathy Thompson, and the law librarians in the RWUSOL's library. This prohibition includes allowing or asking a training representative from Lexis, Westlaw, or any other computer-based legal research service, to help you with research related in any way to an LP assignment, graded or ungraded.

***NOTE:** This policy does not prohibit you from reviewing and consulting the materials you need to conduct proper legal research in primary and secondary legal authority and using legal research "finding tools" available in the RWUSOL's library or on the computer. Further, your LP professor may assign group exercises from time to time that relate to your assignments; you may collaborate on the limited basis your professor instructs for purposes of those in-class exercises only.*

II. Responsible Use of Library Materials Policy

As a diligent law student, you will spend a good deal of time in the RWUSOL's law library researching and working on your LP assignments. Please use the library responsibly and with consideration for everyone else who uses it by, among other things, re-shelving all library materials when you are finished with them. Intentionally leaving library materials where you believe others will not be able to find them, removing library materials without complying with the library's circulation policies, or marking, defacing, tearing, mutilating, or removing any part or parts of library materials is dishonest, unethical, and violates the Code of Student Responsibility. Similarly, removing another's printed materials from any printer, for purposes of your own use of those materials, is dishonest, unethical, and likewise violates the Code of Student Responsibility.

III. Plagiarism Policy

The failure to properly attribute language or ideas derived from another person's work is particularly serious for a prospective or practicing lawyer because honesty and trustworthiness are the cornerstones of the legal profession. "[P]lagiarizing, misappropriating, or failing to acknowledge the ideas or written work of another" violates the RWUSOL's Code of Student Responsibility set out in Disciplinary Rule 1(c) of the student handbook. When you are in doubt about whether particular language or thoughts require a citation to a resource you used in preparing your assignments, err on the side of caution and provide the appropriate citation.

The Legal Writing Institute ("LWI") defines plagiarism, in the law student context, as "[t]aking the literary property of another, passing it off as one's own without appropriate attribution, and reaping from its use any benefit from an academic institution." Legal Writing Institute, Plagiarism Brochure, www.lwionline.org. This applies to material obtained from any source, including online databases. The LWI's Plagiarism Brochure identifies these "important rules and suggestions to follow when working with authority":

- "Acknowledge direct use of someone else's words";
- "Acknowledge any paraphrase of someone else's words";
- "Acknowledge direct use of someone else's idea";
- "Acknowledge a source when your own analysis or conclusion builds on that source"; and
- "Acknowledge a source when your idea about a legal opinion came from a source other than the legal opinion itself."

Plagiarism, then, includes at least the following:

- directly quoting someone else's words without using quotation marks, even if you properly cite to the quotation's source;
- paraphrasing without attribution someone else's language;
- using without attribution someone else's idea; and
- submitting a research or writing assignment that someone else prepared in whole or in part.

For examples of plagiarism, see the attached Appendix. Although not exhaustive, these examples provide you with some guidance as to what qualifies as plagiarism. If you have any questions about plagiarism, please consult your LP professor.

IV. Failure to Report Violations of the Code of Student Responsibility

A student with personal knowledge of a violation of the RWUSOL's Code of Student Responsibility must report that violation. The student's failure to do so likewise violates these Policies.

V. Potential Sanctions for Violating and one of these Policies

One or more of the following sanctions, in descending order of severity, may be imposed for a student's violation of these Policies:

- expulsion from the RWUSOL;
- suspension from the RWUSOL, or from any LP course, for one or more semesters, or for the balance of any semester;
- a grade of "F" in LP;
- withdrawal of credit in LP;
- a grade reduction in LP;
- academic probation;
- a written reprimand; and
- an oral admonition.

In addition, the sanctions that the RWUSOL administers for Code violations may have consequences beyond the RWUSOL. For example, the RWUSOL may be required to report sanctions to a state's Board of Bar Examiners, which could affect your ability to be licensed to practice law after law school.

APPENDIX

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Examples of Plagiarism

by Julie M. Cheslik, University of Missouri-Kansas City
Adapted and Updated*

Immediately below is a passage taken directly from a law review article, Mark D. Kemple, Note, Legal Fictions Mask Human Suffering: The Detention of the Mariel Cubans Constitutional, Statutory, International Law, and Human Considerations, 62 So. Cal. L. Rev. 1733, 1754-55 (1989) (footnotes renumbered) (emphasis in original). Four examples illustrating different ways in which someone writing a brief or memorandum might plagiarize the original passage follow. These examples do not represent every possible instance of plagiarism.

ORIGINAL

Text:

Even if the Mariel Cubans are not being “punished,” their civil detention still denies them their liberty interest in being free from prolonged detention. The Fourth and Eleventh Circuit Courts of Appeals have held that excludable aliens have no liberty interest in freedom from prolonged detention, and therefore, are not entitled to due process of law. These courts reason that detention, even for as long as seven years, is merely a part of the exclusion process. These courts inaccurately rely on the well-settled principle that “an alien seeking initial admission to the United States requests a privilege and has no constitutional rights regarding his application, for the power to admit or exclude aliens is a sovereign prerogative.”¹

The problem with these circuit court decisions is that they fail to distinguish between an alien’s interest in his or her “initial admission” or “application” for admission, which in most cases has already been processed and denied, and his or her interest in being free from arbitrary and prolonged detention; these two interests are distinct. Consider that the courts have long recognized that an alien’s interest in admission is distinct from his or her interest to be free from arbitrary and prolonged criminal detention, the latter of which is protected by the due process clause.² A criminal sentence can be handed down only in accordance with the due process clause, but why aliens should receive the protections of the due process clause only after violating our criminal laws, and not prior to civil detention, has never been satisfactorily explained.³

Footnotes (renumbered here):

1. Landon v. Plasencia, 459 U.S. 21, 32 (1982) (emphasis added). Further, at least one commentator has suggested that this principle is not well settled at all and is, in fact, incorrect. See generally Christopher R. Yukins, Note, The Measure of a Nation, 73 Va. L. Rev. 1501 (1987) (suggesting that the history of Supreme Court decision-making indicates that aliens do have an interest in admission to the United States, but that the process due is defined by those procedures which Congress has provided to an alien).
2. See generally Wong Wing v. United States, 163 U.S. 288 (1896); United States v. Henry, 604 F.2d 908 (5th Cir. 1979).
3. See Jean v. Nelson, 472 U.S. 846, 873 (1985) (Marshall, J., dissenting). Justice Marshall presents an impassioned critique of the logic behind the Fourth and Eleventh Circuit decisions.

The paradoxical nature of this distinction becomes more obvious, and less tolerable, when one considers that the conditions of the “civil” confinement are often worse than the criminal confinement, not to mention the fact that the civil confinement is open-ended. See supra notes 25-39 and accompanying text.

PLAGIARISM EXAMPLE 1**

Two federal appellate courts have held that excludable aliens have no liberty interest in freedom from prolonged detention, and therefore, are not entitled to due process of law.

Comments: The above example qualifies as plagiarism because its writer has used the **exact words** of the source (first paragraph, second sentence of original) **without quotation marks** and **without attribution**. The fact that the first few words are paraphrased (“Two federal appellate courts” instead of “The Fourth and Eleventh Circuit Courts of Appeals”) does not avoid the need to attribute the source of the sentence and to put in quotation marks any exact words taken from the source.

PLAGIARISM EXAMPLE 2

In holding that the due process clause does not apply to the Mariel Cubans, the courts have failed to distinguish between two interests: the Cubans’ interest in freedom from arbitrary and prolonged detention and their interest in the initial application for admission into the United States.

Comments: The above example qualifies as plagiarism because its writer has **used the idea** of another (second paragraph of original), although not the other’s exact words, **without attribution**. Even thorough paraphrasing does not “save” the writer of Example 2. By using the original author’s ideas without attribution, the second writer has created the impression that those ideas are his or her own, rather than another person’s ideas.

PLAGIARISM EXAMPLE 3

Those federal appellate courts that have denied a due process liberty interest in freedom from prolonged detention reason that prolonged detention, even for several years, is just a part of the exclusion process. In so holding, the federal appellate courts erroneously rely on the Supreme Court’s holding that “an alien seeking initial admission to the United States requests a privilege and has no constitutional rights regarding his application, for the power to admit or exclude aliens is a sovereign prerogative.” Landon v. Plasencia, 459 U.S. 21, 32 (1982).

Comments: At first glance, Example 3 may not look like plagiarism because its writer has quoted and cited the Supreme Court’s language. But what the writer also has done is **use the idea** of another – the idea that the federal courts in question have incorrectly relied on the principle from Landon (first paragraph, fourth sentence of original) – **without attributing** that idea to its original source, the law review article. By citing to Landon itself and not also to the law review article, the writer is representing that he or she has read the case and placed it within the context of this idea. In fact, the writer may have done neither. Even if the writer goes on to read the Landon case (as he or she must), the writer must attribute the entire idea (that some courts have incorrectly relied on the Landon principle) to the author of the law review article. If the writer does not, he or she has impermissibly used the law review author’s idea without attribution.

PLAGIARISM EXAMPLE 4

As one commentator has noted, these circuit court decisions are problematic because they fail to distinguish between an alien's interest in his initial admission and his interest in freedom from arbitrary detention. See Mark D. Kemple, Note, Legal Fictions Mask Human Suffering: The Detention of the Mariel Cubans Constitutional, Statutory, International Law, and Human Considerations, 62 So. Cal. L. Rev. 1733, 1754-55 (1989). The United States Supreme Court, however, has long recognized that these two interests are distinct because the freedom from arbitrary and prolonged detention in the criminal context is protected by the Fifth Amendment due process clause. See, e.g., Wong Wing v. United States, 163 U.S. 228, 235 (1896).

Comments: The writer of this example has committed plagiarism in the same way as in Example 3, because the second sentence of the example uses the idea of the law review article (second paragraph, second sentence of original) and cites only to Wong Wing, not to the article. The writer is not "saved" by the (appropriate) citation to the law review article after the writer's **first** sentence because the failure to attribute the **second** sentence to the author of the law review article creates the erroneous impression that the writer developed this idea independently, when in fact he or she is using the idea appearing in the law review article.

END NOTES

* Adapted by Carolyn Spenser and Jessica Elliott

** The format for these examples was inspired by Ralph D. Mawdsley, Legal Aspects of Plagiarism (National Organization on Legal Problems of Education 1985) (using examples from H. Bond, T. Seymour and J. Stewart, Sources: Their Use and Acknowledgment (Trustees of Dartmouth College 1982)).

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Stuart P. Green, Plagiarism, Norms, and the Limits of Theft Law: Some Observations on the Use of Criminal Sanctions in Enforcing Intellectual Property Rights, 54 Hastings L.J. 167 (2002).

Terri LeClercq, Failure to Teach: Due Process and Law School Plagiarism, 49 J. Legal Educ. 236 (1999).

Debbie Papay-Carder, Comment, Plagiarism in Legal Scholarship, 15 U. Tol. L.Rev. 233 (1984) (shoddy note-keeping as a cause of plagiarism in literature).

Fink Vargas, Developing an Immunity to Sophomoric Plagiarism: Notetaking Practice, 74 Eng. J. 42 (1985).

The Bluebook: A Uniform System of Citation (Columbia Law Review Ass'n et al. eds., 19th ed. 2010), available at <http://www.legalbluebook.com>.

ACKNOWLEDGMENT

(Please sign and turn this Acknowledgment in to your LP professor during your Week 1 class.)

I acknowledge that I have read carefully and understand fully the preceding Legal Practice I, II, and III Course Policies and Code of Student Responsibility, including the Appendix.

Signature: _____

Printed Name: _____

Section: _____

Date: _____