



CHARLOTTE SCHOOL *of* LAW

Property Syllabus

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I. Welcome Message

Welcome back to Charlotte Law and welcome to Property. Property is designed to provide you with the fundamental skills and core doctrine that every lawyer needs to practice law competently, ethically, and professionally. In this course, we will work collaboratively and individually to develop legal skills. The skills we will develop are fundamental. These fundamental skills will help you prepare for the bar exam and your future career as a lawyer.

In Property, we will engage in activities that are designed to teach you the fundamental skills that will help you succeed in law school. We will engage in many lessons on how to study for and write a model law school exam answer. Because these skills are universal, the skills you learn in Property will serve you in your other courses. We will engage in experiential learning both inside the classroom and with your assignments. Additionally, you will receive feedback about how to improve your basic writing and critical thinking skills.

I look forward to creating an enriching learning experience with you this semester.

II. Office Hours

I regularly maintain office hours. I make every attempt to schedule my office hours at times when you are not in class. I reserve the right to modify these hours at any point during the semester. Please sign up for office hours on TWEN. I do not schedule office hours by email.



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Office Hour Schedule:

- Tuesdays: 11:30-12:30 & 3:30-5:30
- Thursdays: 11:30-12:30 & 3:30-5:30

Office Hour Policies

It is generally best to schedule office hours in person. However, as evening students, I recognize that this might be difficult. Thus, I will allow phone appointments to accommodate your busy schedules. I have arranged my office hours around lunch as much as I can. To accommodate your schedules, I may open up additional tele-conferencing office hours during lunch times.

Students who schedule office hour appointments are expected to arrive (or call) on time. If you are unable to make your reserved time, it is your responsibility to notify me 24 hours in advance and cancel the reserved spot on TWEN. Students who violate this policy will be forbidden from having an additional meeting for the following three weeks. Points may also be deducted for professionalism.

III. Course Description

From the Course Description Web Page: "In Property, students will examine the practice and theory of modern property rights and responsibilities. Within a historical context, this course is intended to prepare students to deal effectively with a wide range of issues regarding both real and personal property. Generally, this course will cover, but is not limited to, the following topics: adverse possession; ownership, including co-ownership and present and future interests; landlord tenant; servitudes, including easements and covenants; the title system including transfers by deed, estoppels by deed, and the recording system."

This course will be taught following the guidelines the Carnegie Foundation set forth in the book, *Educating Lawyers*. Specifically, students will have an opportunity to engage in professional identity and professional responsibility exercises, active learning, and exercises that teach fundamental skills needed to pass the bar and practice law competently. As recommended by Carnegie and a host of other resources, this course also allows students to have autonomy, which means you will have an opportunity select certain activities that you believe will benefit you the most and, conversely, skip some activities that you believe will not benefit you.



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This course has been nominated as a “Carnegie Best Practices” course, and is under consideration as the national model of how to teach Property. Thus, this course will likely look slightly different than other courses you have had in law school. Specifically, there are many more opportunities to engage in activities that help you identify your professional identity and responsibilities and improve your case reading, synthesis, and written advocacy skills. Because there is overwhelming evidence that students learn best when given incremental guided exercises, this course provides many opportunities for these types of activities.

IV. Course Learning Objectives

- Integrate and deconstruct core concepts in property, including acquisition by capture, by find, and by adverse possession; laws governing the utilization of property including landlord tenant, and conveying property including deeds, recording, possessory estates, future interests, and co-ownership.
- Analyze core theories and policy rationales that typically provide the foundation for property laws and legal decisions, such as law and economics, fairness, and social justice.
- Identify implicit property laws, theories, and policies that would be relevant to a novel situation.
- Generate a legal argument that applies the law to novel fact patterns and parses the logic, inferences, and reasons used to reach the conclusion.
- Differentiating legally relevant facts from contextual facts when presented with a client’s novel situation that contains both legal and non-legal issues.
- Improve collaboration and communication with team members during group and formative exercises.
- Improve counseling and communication skills with clients.
- Improve your legal writing and style skills.
- Conceptualize and evaluate how legal decisions impact the human parties and their communities.
- Identify explicit and implicit bias that can impact minority groups, including groups who identify as a member of one of the following minority groups: racial, ethnic, religious, gender, or sexual orientation.

V. Scheduling and Time Management

Property is a four credit course. Class meets twice per week for a total of four hours per week.

In accordance with ABA standards, you should expect to study Property between nine and seventeen hours outside of class. On average, you should expect to spend 11-13 hours per



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week studying Property. Exam time is grueling; you will probably study 40 – 80 hours per week (for all of your classes) in the last few weeks of the semester.

Generally each week, I recommend you spend 1 – 2 hours on reading the text and briefing your cases to familiarize yourself with the basic theories, practices, and skills. Additionally, you will probably want to spend approximately 1 - 3 hours completing recommended assignments, supplemental reading, and practice problems. You should spend approximately 1 – 2 hours attempting to synthesize the rule before class. Because the formative exercises are designed to help you study efficiently, you might want to spend approximately ½ - 1 hours on the bar preparation exercises each week. You will likely spend 1-2 hours on practice ready exercises on weeks these assignments are due. As the semester progresses, you will probably want to spend approximately 2 - 3 hours outlining each week. As we finish each topic, you will probably want to spend 1 – 3 hours writing out practice exam answers. Spend at least a ½ hour each week assessing your strengths and weaknesses for each learning objective so that you can better focus your studies. For the first two weeks of the semester, you will probably spend more time reading and less time outlining.

If the time you are spending on this class varies significantly from these recommendations, please make an appointment to see me, a TA, or an academic success counselor so that we can help assess your learning strategies before an assessment.

VI. Course Materials

Required materials

- Dukeminier, et al., Property (Aspen Publishers, 4th, 5th, 6th, 7th, or 8th edition).
- Strategies & Tactics for FINZ Multistate Method (Aspen Publishers, 2nd ed. 2010). You must have the second edition. It is possible to buy this book with a study partner and share. You will use this book for some of your optional bar preparation exercises for Property. Your Contracts or Criminal Law professor might also highly recommend this text book as it covers all of the MBE tested topics. The Bar Pass department also highly recommends this book. You will likely reuse it when you study for the bar exam.
- We will vote on whether to adopt this book later in the semester: *Estates in Land and Future Interests: A Step-by-Step Guide, Third Edition* **by** Linda H. Edwards (Aspen Publishers). (After consultation with upper classmen, every prior class has voted to adopt this book.) You can purchase any edition of this book. We will not use this book until after the first midterm, so you can wait to order it until the class has voted.



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Recommended:

- Examples & Explanations: Property, 3rd edition. Burke Snoe (Aspen). You can use previous or past editions. I highly recommend the E & E. It is a supplement that is both helpful and explains the law correctly. It also has practice problems.
- Real Property: Law in a Flash, (Aspen). These flashcards are not necessary, but many students find them helpful. They are especially good for part time students who work because you can use them easily and conspicuously on public transit or when you are waiting for a meeting to begin. If you purchase them, I recommend purchasing them with a study partner to share the cost.

You will also need the following course materials:

- Clickers. You were most likely required to purchase these at orientation.
- An email account, such as your school email account.
- A D2L account to access the course documents.
- A Westlaw account, to access the TWEN course site and submit work.

VII. Grading Rubric and Standards

My goals are that you finish the semester with a foundational understanding of the core principles of acquisition of property and mastery over reading and synthesizing cases, issue spotting, and legal logic.

Property is graded on a mandatory curve that is determined by the school. A mandatory curve means that I take your raw score and apply a formula to it to arrive at your grade.

You have a reasonable amount of control over mastering the learning objectives for this course. I encourage you to focus on learning mastery rather than grades. That said, I also encourage you to earn your raw points strategically, where you can, by doing things like completing full/no point assignments.

The grading rubric and descriptions below detail how you can earn raw points.



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<i>Criteria</i>	<i>Points</i>
Participation & Professional Conduct	-25 to 25
Administrative Tasks	25
Class Preparation Exercises (Up to 10)	50
Pop Quizzes (Up to 5)	50
Professional Identity & Responsibility Exercises (2)	50
Practitioner Preparation Exercises (2)	50
Bar Preparation Exercises (2)	50
Out of Class Exams	150
In Class Midterm Exam	150
Final	400
Total	1000

Typically, students earn higher grades by contributing substantially and significantly to classroom discussions, preparing and enthusiastically engaging in your formative exercises, demonstrating significant and substantial understanding of the course material through your written assignments, drafting, reviewing, revising, and polishing your writing assignments, providing thoughtful feedback to your peers, and attending all or most class meetings on time.

You WILL fail this course if any ONE of the following is true:

- You do not complete your Honor's Pledge OR
- You do not turn in your Syllabus Acknowledgement OR
- You cheat or otherwise violate the academic integrity policy on any part of this course, whether graded or not, including discussions, papers, tests, etc., OR
- You violate the professional code of conduct in connection with this class before, during, or after this class, during peer work, during office hours, or at any other time. Disrupting the learning environment for other students is a violation of the professional code of conduct.

Per the Student Rights and Responsibilities Manual, the registrar, Academic Dean, and Academic Standards Team have the authority to lower a student's grade in the case of excessive absences



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or professional conduct violations. Please see the attendance, participation, and professional conduct code below as well as the Student Rights and Responsibilities Manual.

Attendance, Participation, and Professional Conduct

Attendance

Attendance is mandatory for this class according to class policies, Attendance Charlotte Law's [Student Rights and Responsibilities Manual](#), Section 2.1.3.1, and the American Bar Association Rule 304 (b).

If you have experienced an extraordinary circumstance that requires you to be late, unprepared, or absent, we hope, first, that you and your loved ones remain safe and healthy. We hope that you will seek support from Charlotte Law's Student Services, the Health and Wellness Department, and Academic Support departments, especially as to advice on how to minimize the impact of your circumstances on your studies while allowing you to fully meet your outside obligations like health and family. Additionally, please email me and your team members as soon as possible so that we can modify our class plans accordingly.

For each class that you attend, you must sign the attendance sheet. If you miss more than 12 minutes of the class (by arriving late, missing the middle, or leaving early), you will be counted absent. According to the [Student Rights and Responsibilities Manual](#), Section 2.1.3.1, students who exceed the number of allowed absent minutes will be referred to the administration for a grade reduction or withdraw. For your convenience, I have copied the number of allowable absences from the [Student Rights and Responsibilities Manual](#).

Maximum Absences Without Penalty	1 Letter Grade Reduction (e.g. B to B-)	2 Letter Grade Reductions (e.g. B to a C+)	Withdraw or Withdraw Fail
3	4	5	6

Under extraordinary circumstances, students who have excessive absences may instead be referred to the Academic Standards Team, as indicated in the attendance policy. Falsification of



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sign-in sheets or addendum notes is a violation of the Honor Code associated with this class and the Student Rights and Responsibilities Manual.

Class Swap:

When I teach two sections of Property in the same semester, if you are unable to attend class with your section, it may be possible for you to attend class with the other section on the same day. In order to swap sessions, you **MUST** obtain permission from me via email no later than 24 hours in advance of the class in question. No more than five students will be permitted to swap on any given day, and students who do swap must sit in unassigned seats of the other classroom. If you swap classes for the day, you may not arrive late or leave early.

Participation

Class meetings will consist of lecture, discussion, and exercises. Participation is an important component of this course. Participation includes actively preparing for classroom discussion, contributing to classroom discussions and group activities in a thoughtful way, engaging in in-class writing assignments, and engaging with your professor, TAs, and fellow students in a productive and professional manner. Participation encompasses in-class, office hour, discussion board, and interactions related to this course. The objective of having you participate in class discussions is to provide you with an opportunity to integrate and actively analyze the course material while meaningfully contributing to the learning of your fellow students.

You will only be awarded participation points if you participate in a meaningful way. Participation in a manner that violates professional conduct or professional responsibility will result in a loss of some or all participation points. Your participation grade may be positively or negatively impacted by the effort you put into your in-class experiential exercises and the preparation for class exercises that you complete. Your participation teams might also have an opportunity to rate your team efforts. The feedback your team provides will be calculated into a portion of your participation score.

Professional Conduct and Academic Integrity

Part of a legal education involves learning how to communicate with peers and supervisors in a professional manner. While the academic environment thrives on intellectual disagreements, thoughtful challenges, and limit-pushing inquiries, these intellectual pursuits can only thrive when all members engage with each other in a respectful manner. Engaging in professional conduct creates a respectful environment for all students and members of the learning environment.



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Charlotte Law is engaged in multiple efforts to ensure our students are ready to behave professionally in the unique culture that governs law practice, law firms, and courtroom environments. As part of this effort, we will model courtroom professionalism during classroom discussions. We will model senior/junior partner cultures when you communicate with me or the TAs outside of class. For the purposes of this class, professional conduct also includes oral, written, or otherwise expressed communication before, during, and after class, during peer work, during office hours, or at any other time that could positively or negatively impact the learning environment.

Section 3.2 of the [Student Rights and Responsibilities Manual](#) governs the honor code, which includes professional conduct and academic integrity. I strongly advise you to read the manual in its entirety, paying particular attention to the Honor Code. Because I believe that the Honor Code is such an important part of the classroom learning environment, I have copied some of the text into this syllabus.

Just as lawyers are expected to adhere to the highest standards of professional behavior, Charlotte School of Law expects its students to adhere to high standards of behavior during their legal education, and to avoid even the appearance of impropriety. .. The Honor Code is based on the fundamental principles of mutual trust and respect. Each student who joins the law school community affirms, by the student's acceptance of a position in the community, this commitment to integrity, trust and respect. ...

Principle One: Every law student shall perform all work in academic matters honestly.

3.2.2. Principle Two: Every law student shall act professionally, respectfully and with integrity. ... Accordingly, students are required to cooperate with and show respect for members of the academic community, including administrators, faculty, staff and fellow students.

3.2.3 Principle Three: Every law student shall protect the integrity of the Honor Code and other Law School policies. For law students, the duties and responsibilities that coincide with the privilege [of being self-regulated] begin from the very moment a student submits his/her law school application and continue throughout law school and beyond. ...

Students who engage in behavior that does not meet the standards of professional conduct will see their conduct reflected in their professional conduct grade. Additionally, if the situation warrants it, students might be referred to the Dean of Academics in accordance with the policies set forth in the [Student Rights and Responsibilities Manual](#). Sanctions include failing a course, notating a student's transcript, being expelled from school, or having a negative character reference sent to the bar examiners, which could postpone or prevent a graduate from sitting for the bar exam. Each of these sanctions could prevent a student from graduating or being accepted into the legal profession, another law school, another graduate program, a professional organization, or a place of employment.



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I have faith that no student will disrupt the learning environment this semester. I look forward to a fun, educational, and professional semester with each of you.

Administrative Tasks

Honor Pledge

To ensure that we will all treat each other with the upmost respect to foster learning, each student must write out and sign an honor pledge stating: “I have read and I understand the rules and regulations about professional conduct and academic integrity set forth in this syllabus and in the [Student Rights and Responsibilities Manual](#). I agree to abide by all course, school, city, county, state, federal, and international rules, regulations, and laws regarding plagiarism and academic integrity. I understand that ignorance or mistake as to what constitutes academic integrity is no excuse for violating these standards. I further agree to treat my fellow students, faculty, university, and the learning environment with respect at all times. I understand that failure to abide by this agreement constitutes a violation of the Honor Code, which could result in a failing grade for the course, my immediate expulsion from the class, academic suspension, and possible expulsion from the University, as well as other sanctions set forth in the [Student Rights and Responsibilities Manual](#).”

You must **hand write** this pledge; you may NOT type it. You must also print your name and student ID with your pledge. Additionally, you must sign and date the pledge and return it to me before the due date. You cannot earn a grade for this course without completing this honor’s pledge.

Syllabus Acknowledgement

Students often score lower in their classes because they don't read or attempt to understand the syllabus or the course requirements. To encourage you to familiarize yourself with the syllabus, you will read this entire syllabus and turning in the following handwritten statement: “I have read the syllabus in its entirety. I understand the syllabus, including the learning objectives, time expectations, and the grading rubric. I have resolved any confusion I had prior to signing this acknowledgement.”

Syllabus Quiz

Students often score lower in their classes because they don't read or attempt to understand the syllabus or the course requirements. To encourage you to actively engage with the syllabus, you must take a syllabus quiz and earn 100% on it.



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Class Preparation Exercises

The learning environment in class is a collaborative learning environment. When all students are fully prepared, each student can learn much more, become better prepared for internships, and engage in exercises that build skills and resumes. Thus, if you are not prepared for class, you will be marked absent.

Additionally, research demonstrates that students learn best by actively engaging with the material. Moreover, lawyers need to be able to self-assess their own learning. To guide your actively engaged preparation and help you self-assess your learning, I will provide preparation exercises that will help you understand what you need to do to prepare for class. These exercises will also ensure your classmates are prepared for class so your learning environment is fully supported.

Generally, grades for preparation exercises will be based on a graduate level good faith effort. For every participation exercise that you turn in that meets this graduate level good faith standard, you will receive points toward your final grade. If you are absent, it is still possible to earn credit for preparation exercises, provided your exercise is submitted by the due date and time. Recognizing that, on rare occasions, family obligations may prevent you from being fully prepared for class, over the course of the semester, you may skip two participation exercises by submitting "Preparation Exercise Substitute 1" or "Preparation Exercise Substitute 2" in lieu of completing your exercise. You must submit this substitute where you would normally submit the response to the class preparation prompts. You must also submit this substitute by the due date.

Pop Quizzes

Occasionally, I might provide in-class or out of class quizzes. Quizzes can be graded, pass/fail, or full/no credit. Most quizzes are designed to provide you with an understanding about how best to prepare for class and for exams. If a student or participation team demonstrates that they have under-prepared for class, a pop quiz might be administered to the entire class. If I do not give enough pop quiz points to complete this grading item, you will be awarded full credit for the remaining points. For example, if there are 50 pop quiz points, but I only give one pop quiz worth 10 points, you will be given the remaining 40 points.

Professional Identity and Responsibility Exercises

Becoming a lawyer is not just about learning the law. It is also about forming a professional identity as a lawyer. It is about adopting the culture and customs of lawyers. Perhaps most importantly, it is about learning the ethics, values, and responsibilities of the profession.



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Throughout law school, I hope you will have many opportunities to develop your professional identity, professional ethics, professional responsibilities, and professional values. In this class, you will have an opportunity to engage in a variety of different exercises that speak to these learning objectives. I look forward to watching you grow into the responsible, professional, ethical lawyers I know you are capable of becoming.

Practitioner Preparation Assignments

Because preparing you to practice law is such a critical component in Charlotte Law's charter and is important for you to build your resume, I will provide one or more Practitioner Preparation Exercises. These assignments will help you build your skills (and your resume) to effectively prepare you for your first summer internship. Some exercises will teach universal skills, like negotiation, while others will teach Property-specific skills like title searches or sales contract drafting.

Bar Preparation Exercises

To pass the bar exam, students need, not just knowledge of the law, but also motivation, determination, effective study strategies, good test taking skills, and writing skills. To assist you in learning bar readiness knowledge, strategies, and skills, I will provide at least eight bar preparation exercises. I encourage you to complete all of these exercises to enhance your own mastery of the learning objectives and better prepare you for class, the exam, and the bar. However, to provide you with some flexibility and choice, you will only earn credit for up to two exercises.

You can earn up to 25 points for each formative exercise you complete by the due date. These assignments are full/no credit assignments to maximize your ability to focus on the learning aspect rather than the finished product. You must earn a perfect score on the formative exercises to earn credit for the assignment. You can complete the exercises as many times as is necessary to earn a perfect score.

Once you have maximized the points for this category, you will no longer earn additional points for taking additional formative exercises. However, I encourage you to continue to do the exercises so that you maximize your learning experience.

Out of Class Exams

First year courses are required to give at least one out-of-class midterm. Because I find that students learn better when they receive frequent feedback, I will break up this midterm into several much smaller midterms. While the sum total of out-of-class time will remain consistent,



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this methodology will provide you with an opportunity to learn early and often what you are doing well and where you can improve for the final exam.

In Class Midterm Exam

Typically, the purpose of the midterm assessments is to provide you with critical feedback about whether you have mastered the learning objectives for this course. These examinations are scheduled twice throughout the semester so that you can adjust your study habits for subsequent examination periods. Because I have found that many students take summative assessments more seriously when points are attached, your midterm will be worth a small portion of your grade. However, I have made the midterms worth a small portion of your grade so that you can focus on learning from your midterms rather than the grades assigned. See the description of your final exam for what to expect from your midterm assessments.

Final Examination/Assessment

You will have the opportunity to take a final exam that assesses your mastery of the course learning objectives. To prepare for your final examination, you need to synthesize the rules from the course, understand them, and practice applying them to novel fact situations, fully explaining your analysis. While it is helpful to remember the most relevant details from cases that helped create the synthesized rule, it is not necessary to memorize general facts from cases, case names, or any other detail of the cases.

Your examination will consist of essay and multiple choice questions. I might include short answer questions as well.

The essays questions will test your ability to spot issues in a story that a client might tell you and evaluate the legal arguments on both sides of the issues. Your grade will heavily reflect your ability to identify factual inferences and link your inferences back to the rule as part of your analysis. This portion of the exam should also provide you with some practice writing essays for the bar exam.

The multiple choice questions will also test your knowledge of the law and your ability to analyze the law. However, with the multiple choice questions, you will be required to differentiate between answer options that are provided to you. As part of the multiple choice question, I might ask you to provide the legal analysis that you conducted to choose the correct answer. This portion of the exam should provide you with some practice answering multiple choice questions for the multistate bar exam, which is required on most state bar exams.



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As the semester progresses, I will provide you with more information about your final exam, including the learning objectives for the final exam, strategies for preparing for your final exam, and strategies for taking your final exam.

VIII. Additional Course Policies

Computer Use

Students are encouraged to bring laptops to class, especially since we will occasionally use technology with experiential exercises. I encourage you to use your computer to take notes, review briefs, participate in any live discussions, or otherwise engage in learning activities with your laptop.

However, when students use technology for non-learning activities, it distracts students who are in the vicinity. Non-learning activities include, but are not limited to: playing games, surfing the web, checking email, IMing, or opening Facebook, etc. Non-learning computer use during class results in a deduction of professional responsibility points for this course. Additionally, for the purposes of this class, any non-learning activity violates the honor code and such conduct may be referred to the Dean of Academics for sanctions, which could include a failing grade for this course or additional sanctions for violating the honor code and professional code of responsibility.

I also will not respond to any email sent to me while you are in another professor's class. If I receive one, I will forward it to the other professor so that that professor can take actions consistent with the policies of his or her course.

I trust that each of you will use technology professionally.

Social Media

Social media is a valuable source that is vastly growing and the importance of the connection to the professional world is not to be taken lightly. For that reason, I will "connect" with those students who have a Linked In account for professional association reasons only. Charlotte Law is a professional institution and Linked In is a savvy source that can establish valuable connections throughout the professional world. It is important to note that this "social connection" is to be used for professional purposes only and not for any social or educational advantages. Because of our professional and educational relationship, I do not accept students "friend request" or "follows" via twitter, facebook, or any other "strictly" social media source (until graduation of course). This is an established rule as to maintain communications with students on a strictly professional level. This will allow me to comply with the Section 1.1.4.2 of the *SSRM* on an entirely professional level by:



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- Preparing students to succeed academically and professionally by modeling ethics, values, and skills, sharing knowledge, providing feedback to students and leading in course and class design;
- Maintaining a positive, challenging, and relevant learning environment and evaluating student performance according to rigorous but fair criteria;
- Being accessible to students, including mentoring, counseling, and responding responsibly to student questions and concerns; and
- Promoting understanding and sensitivity to differences based on gender, ethnicity, race, sexual preference, and religion.

Recommendations for Employment, Honors, and Academic Programs

I enjoy writing letters of recommendations for students. It is one of the most rewarding tasks of teaching. I also take this task very seriously. When I write a letter of recommendation, I am staking my professional reputation on you by endorsing you. Thus, I will only write letters of recommendation for students who participate professionally in every aspect of my course and of law school. Generally, I will write letters for students who earn a B+ or better.

Recommendations for Reinstatement

I have a fiduciary duty to the institution to give honest, objective information about a student's performance when a student has been academically dismissed. As such, I cannot write letters of recommendation for academically dismissed students. I will, however, write to the committee and give an honest appraisal of your performance. To create this option, you must notify me that you have been academically dismissed.

IX. CharlotteLaw Resources

Charlotte Law offers many resources for you. Here are a few that I wanted you to know about specifically. Please note that this list represents only a fraction of the resources available to you at Charlotte Law.

Professor Office Hours

I am available to talk about this course, your academic goals, your career goals, or any other question or concern you would like to discuss. When meeting with me, most students find it more helpful if they have prepared a list of questions or concerns prior to meeting with me.



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Academic Success

From the Website: “The Charlotte School of Law Program for Academic Success (CPAS)... is geared toward fostering continuous improvement through skill building in group Workshops, substantive reinforcement through the Teaching Assistant program and individual counseling on law school success strategies. All students (day and evening) have access to the Academic Success Counselor who coordinates the program. CPAS is designed to create a safe learning environment so that students can explore what strategies work best for them based on their individual learning style.”

My comments: Academic Success Counselors provide invaluable advice about how to succeed in law school and provide feedback that helps you improve. They are one of the greatest assets we have at Charlotte Law. I hope you will utilize their services.

Legal Discourse Zone

<http://www.charlottelaw.edu/academics/academicscontentfull.aspx?id=433>

The Legal Discourse Zone will help you make the transition from college, graduate school, or professional writing to legal writing. Charlotte School of Law is one of the few law schools in the country to offer such an innovative program aimed at student success both in school and in practice. Additionally, Dr. Kane is very highly trained with both a J.D. and a Ph.D. in Rhetoric. Her disc jockeys are selected from some of the best students in our law school. This resource has proven invaluable for many of our top performing students as well as students who feel they could improve their performance.

Student Services, Brandon Nicholson, bnicholson@charlottelaw.edu

From the Web Site: “A legal education is a rigorous, demanding commitment. For this reason, we strive to do all that we can to provide resources that enable current and potential students the ability to focus as much time as possible on the application process and their studies. Use this information to answer frequently asked questions about such topics as information technology, bar exam preparation, as well as an online version of the Student Rights and Responsibilities Manual.”



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Academic Advice

You have four main resources for academic advice: your professors, your advisor, Academic Success, and Student Services.

Computers & Technology

If you need help with computer-related problems, you can call or email Information Technology Services. Additionally, ITS maintains a very useful website full of technology advice and free software.

Special Accommodations

Your success in this class is important to your professor, the law school, and the administration. If you have a disability or particular circumstances that may have an impact upon your work in this class, please contact Student Services as soon as possible to arrange accommodations. You can find more information about [Charlotte Law's accommodations policy](#) on the web.

X. Great Books That Every Lawyer Should Read

I recommend the following books to all college and law students for their own enrichment. Please note, these books and topics will **not** be covered in class nor tested explicitly in this class. They are great books to borrow from a local library or share with classmates and many are more appropriate for reading over break.

- Good Writing Style: Joseph M. Williams, *Style: The Basics of Clarity and Grace* (Longman Publishers), which provides some of the best advice on how to take good writing and make it great.
- Logic, Reasoning, and Legal Analysis: Deconstructing Legal Analysis: a 1L Primer by Peter Wendel, which helps students understand what “thinking like a lawyer” means.
- Law School Exam Writing: Getting to Maybe by Richard Michael Fischl and Jeremy Paul which provides in-depth review of how to write exam answers.
- Time Management: Time Management from the Inside Out by Julie Morgenstern which provides a very successful way to manage time.
- People Skills: Communication Matters!: That’s Not What I Meant!: The Sociolinguistics of Everyday Conversation by Deborah Tannen is available as an audio book and helps people gain a better appreciation for how to “read” other people.
- Business Skills: The Seven Habits of Highly Effective People by Steven Covey which provides tips on how to succeed in the business world.



This resource was downloaded from <http://etl.du.edu>



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