The following materials were created by Victoria Capatosto and Eileen Santos, and are in constant redevelopment for teaching Research Lab to the 1Ls at Howard University School of Law. Research Lab is 15 percent of the required first year Legal Reasoning, Research, and Writing (LRRW) Program curriculum. Victoria Capatosto and Eileen Santos teach Research Lab every Friday of the academic year; each session is 50 minutes. The Fall Semester focuses on Legal Research Strategies, Using Secondary Sources, and Case Law Research. The Spring Semester focuses on Legislative Procedure Research, Using Statutes and Codes, and Federal Administrative Law Research.

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(202) 806-8301
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      ii. **PPT 9.22.17 with In Class Activity (Boolean Logic Lightning):**
          https://docs.google.com/presentation/d/1mnnLcRgelqRbj5DLUByFCAlkzsSTa60juCs8eyXatQ/edit?usp=sharing

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Research Lab Syllabus, Fall 2017 – Spring 2018

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
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1  INSTRUCTORS

1.1  VICTORIA CAPATOSTO

1.1.1  Contact Information

1.1.1.1  Phone: 202-806-8175

1.1.1.2  Email: victoria.capatosto@law.howard.edu

1.1.2  Office Hours

1.1.2.1  Mondays, 2:30 p.m. - 4:30 p.m.

1.1.2.2  Law Library Office 209

1.1.3  How to Schedule Appointments

1.1.3.1  Send me an email to schedule an appointment.

1.2  EILEEN SANTOS

1.2.1  Contact Information

1.2.1.1  Phone: 202-806-8301

1.2.1.2  Email: esantos@law.howard.edu

1.2.2  Office Hours

1.2.2.1  Thursdays, 11:30 a.m. - 1:30 p.m.

1.2.2.2  Law Library Office 207

1.2.3  How to Schedule Appointments

1.2.3.1  Call or email to set up an appointment, including after hours.

2  GUEST INSTRUCTORS

2.1  JASON HAPP

2.1.1  Contact Information

2.1.1.1  Phone: 202-806-8104

2.1.1.2  Email: jason.happ@law.howard.edu

2.1.2  How to Schedule Appointments

2.1.2.1  Send me an email to schedule an appointment.
3 ABOUT THIS COURSE

3.1 DESCRIPTION OF COURSE

3.1.1 The purpose of Research Lab is to develop the legal research skills of the 1L class, as part of the Legal Reasoning, Research, and Writing (LRRWI) program.

3.2 COURSE GOALS

3.2.1 Knowledge: Students will understand that legal research is a skill that develops throughout their legal careers and involves continuing education because the legal information environment will continue to morph at an increasing rate.

3.2.2 Values: Students will realize the expertise that law librarians and information professionals contribute as professional members of the legal community, and be able to distinguish between unbiased versus commercial interests in relation to legal information.

3.2.3 Skills: Students will be able to recognize when a complex issue requires legal research and chart a plan of action aimed at discovering and evaluating the resources that will contribute to successful legal reasoning and writing.

3.3 TEACHING PHILOSOPHY AND METHODS

3.3.1 Classroom Motto: Do the work now—it’s worth it later!

3.3.2 Our Approach: We employ a multifaceted approach to address an array of learning styles including, but not limited to, formats comfortable to digital, auditory, visual, and kinesthetic learners. Each class session will generally include a mixture of lecture, discussion, and hands-on real world simulation based activities.

3.4 EXPECTATIONS FOR CLASS PREPARATION

3.4.1 Research Lab sessions are designed to provide practical legal research experience, and students are expected to come to class prepared to actively participate. This includes completing all required pre-class preparation, as outlined in the syllabus.

3.5 REQUIRED TEXTS

3.5.1 There is no required print textbook for this course. Instead, various sources are assigned to be read, or viewed prior to each Research Lab session to prepare for class. Depending on the topic, resources may include specific readings, websites, videos, CALI lessons, outlines, or research guides.
4 SCHEDULE OF CLASS MEETINGS, TOPICS, READINGS, AND ASSIGNMENTS

4.1 SCHEDULE IS SUBJECT TO CHANGE

4.1.1 Instructors will give at least one-week notice prior to any schedule changes taking effect.

4.2 FALL 2017 SCHEDULE

4.2.1 This class meets on Fridays in the Fall semester.

4.2.2 Fall Assignments: For each Unit covered there will be one assignment, worth 10 points.

4.2.3 Reading this Schedule Table:

Everything listed in the same row must be completed on the date indicated in the “Date” column for that row. The “Topic” column indicates what will be covered in class on that date. All “Required Class Preparation” must be completed before class in order to understand the topic that will be covered on that date. We created a private LibGuide containing links to all “Required Class Preparation” materials, access it here:

Link: http://library.law.howard.edu/researchlab

Password: HUSL2020

All “Assignments Due” must be submitted by 8:00am EST on the date listed in the same row, unless otherwise noted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Class Preparation</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25, 2017</td>
<td>Welcome to the Grind: HUSL Library Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 1, 2017</td>
<td>Welcome to the Grind: Introduction to Research Lab, Time Management, and Technology</td>
<td></td>
<td>Sign Up for WebCourse, and register for Lexis, WestLaw, and Bloomberg Law, DUE by 8:00am today. Deadline today at 5pm to register for optional MS Word Workshop.</td>
</tr>
<tr>
<td>September 8, 2017</td>
<td>UNIT 1 - Legal Research Strategy: Planning your approach</td>
<td><a href="http://library.law.howard.edu/researchlab/unit1#s-lg-box-wrapper-18523055">http://library.law.howard.edu/researchlab/unit1#s-lg-box-wrapper-18523055</a></td>
<td>Submit Reflection Response via Google Form: In-Class today when directed by instructors.</td>
</tr>
<tr>
<td>FRIDAY, September 8, 2017</td>
<td>MS Word Workshop: Functions &amp; Formatting</td>
<td>Register on Eventbrite: <a href="https://researchlaboptionalworkshops.eventbrite.com">https://researchlaboptionalworkshops.eventbrite.com</a></td>
<td>OPTIONAL – 1 extra credit point awarded for attendance, a print copy of the ticket must be handed in at the event.</td>
</tr>
<tr>
<td>September 15, 2017</td>
<td>UNIT 1 - Search Vocabulary: Identifying, broadening, &amp; narrowing language</td>
<td><a href="http://library.law.howard.edu/researchlab/unit1#s-lg-box-wrapper-18523133">http://library.law.howard.edu/researchlab/unit1#s-lg-box-wrapper-18523133</a></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Unit</td>
<td>Content</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 22, 2017</td>
<td>UNIT 1 – Boolean Logic: Constructing search strings &amp; translating them across platforms</td>
<td><a href="http://library.law.howard.edu/researchlab/unit1#s-lg-box-wrapper-18523524">http://library.law.howard.edu/researchlab/unit1#s-lg-box-wrapper-18523524</a></td>
<td>Class Times for today, 9/22/17: 9:10am Session – Rescheduled to 1pm 10:40am Session – Rescheduled to 2pm 11:40am Session – Rescheduled to 3pm</td>
</tr>
<tr>
<td>September 29, 2017</td>
<td>UNIT 2 - Secondary Sources: An introduction to the different types &amp; their organization</td>
<td><a href="http://library.law.howard.edu/researchlab/unit2#s-lg-box-wrapper-18625750">http://library.law.howard.edu/researchlab/unit2#s-lg-box-wrapper-18625750</a></td>
<td>UNIT 1 ASSIGNMENT: DUE by 8:00am today.</td>
</tr>
<tr>
<td>September 29, 2017</td>
<td></td>
<td></td>
<td>Deadline today at 5pm to register for optional MS PowerPoint Workshop.</td>
</tr>
<tr>
<td>October 6, 2017</td>
<td>UNIT 2 - Secondary Sources: Finding &amp; evaluating the authority of sources</td>
<td><a href="http://library.law.howard.edu/researchlab/unit2#s-lg-box-wrapper-18625768">http://library.law.howard.edu/researchlab/unit2#s-lg-box-wrapper-18625768</a></td>
<td>Submit Reflection Response via Google Form: In-Class today when directed by instructors.</td>
</tr>
<tr>
<td>FRIDAY, October 6, 2017</td>
<td>MS PowerPoint Workshop: Functions &amp; Formatting</td>
<td>Register on Eventbrite: <a href="https://researchlaboptionalworkshop2.eventbrite.com">https://researchlaboptionalworkshop2.eventbrite.com</a></td>
<td>OPTIONAL – 1 extra credit point awarded for attendance, a print copy of the ticket must be handed in at the event.</td>
</tr>
<tr>
<td>October 6, 2017</td>
<td>UNIT 3 – Cases: An introduction to the National Reporter System &amp; Court Dockets</td>
<td><a href="http://library.law.howard.edu/researchlab/unit3#s-lg-box-wrapper-18625785">http://library.law.howard.edu/researchlab/unit3#s-lg-box-wrapper-18625785</a></td>
<td>UNIT 2 ASSIGNMENT: DUE by 8:00am today.</td>
</tr>
<tr>
<td>October 20, 2017</td>
<td>UNIT 3 – The researcher’s approach to career development</td>
<td><a href="http://library.law.howard.edu/researchlab/unit3#s-lg-box-wrapper-19542247">http://library.law.howard.edu/researchlab/unit3#s-lg-box-wrapper-19542247</a></td>
<td></td>
</tr>
<tr>
<td>October 27, 2017</td>
<td>UNIT 3 – Unique Finding Aids &amp; Tools: Using the tools, digests &amp; citators, developed specifically for case law research</td>
<td><a href="http://library.law.howard.edu/researchlab/unit3#s-lg-box-wrapper-18625790">http://library.law.howard.edu/researchlab/unit3#s-lg-box-wrapper-18625790</a></td>
<td>Submit Reflection Response via Google Form: In-Class today when directed by instructors.</td>
</tr>
<tr>
<td>November 3, 2017</td>
<td>Mandatory Review Session</td>
<td><a href="http://library.law.howard.edu/researchlab/midtermreview#s-lg-box-wrapper-18625804">http://library.law.howard.edu/researchlab/midtermreview#s-lg-box-wrapper-18625804</a></td>
<td>UNIT 3 ASSIGNMENT: DUE by 8:00am on Wednesday, November 8th.</td>
</tr>
<tr>
<td>November 10, 2017</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>November 17, 2017</td>
<td>MIDTERM EXAM: 50 minutes</td>
<td>Location: HH4</td>
<td>Report to HH4 at your regularly scheduled Research Lab class time. You must bring your laptop.</td>
</tr>
<tr>
<td>November 24, 2017</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>December 1, 2017</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>December 8, 2017</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
</tbody>
</table>
4.3 **SPRING 2018 SCHEDULE**

4.3.1 **Finalized on January 4, 2018.**

4.3.2 **This class meets on Fridays in the Spring semester. Students must report to the same session time as the Fall semester.**

4.3.3 **Spring Assignments:** For each Unit covered there will be one assignment, worth 10 points.

4.3.4 **Reading this Schedule Table:** Refer to the explanation for the Fall 2017 Schedule in section 4.2.3, the same rules apply.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Class Preparation</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5, 2018</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>February 16, 2018</td>
<td>UNIT 5 – Statutes &amp; Codes: State Statutes and Codes</td>
<td><a href="http://library.law.howard.edu/researchlab/unit5#s-lg-box-wrapper-20176766">http://library.law.howard.edu/researchlab/unit5#s-lg-box-wrapper-20176766</a></td>
<td>Submit Reflection Response via Google Form: In-Class today when directed by instructors.</td>
</tr>
<tr>
<td>March 2, 2018</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>March 16, 2018</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>March 30, 2018</td>
<td>Mandatory Review Session</td>
<td><a href="http://library.law.howard.edu/researchlab/finalreview#s-lg-box-wrapper-20176794">http://library.law.howard.edu/researchlab/finalreview#s-lg-box-wrapper-20176794</a></td>
<td></td>
</tr>
<tr>
<td>April 6, 2018</td>
<td>FINAL EXAM: 1 hour and 15 minutes</td>
<td>Report to assigned classroom at designated time (details provided in mandatory review session)</td>
<td></td>
</tr>
<tr>
<td>Friday, April 13, 2017</td>
<td>MS Excel Workshop: Functions &amp; Formatting</td>
<td>Register on Eventbrite: <a href="https://msexcelworkshop.eventbrite.com">https://msexcelworkshop.eventbrite.com</a></td>
<td></td>
</tr>
<tr>
<td>April 13, 2018</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>April 27, 2018</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td></td>
</tr>
</tbody>
</table>
5 POLICIES AND PROCEDURES

5.1 ATTENDANCE POLICY

5.1.1 Students must comply with the attendance policy of the School of Law. Students are expected to sign in at each class session.

5.1.2 Assigned Class Time: Students must attend their assigned Research Lab session time. A written request to attend a different class session time, on a specific date, must be emailed to both instructors at least 48 hours in advance of the requested change. Requests will be reviewed on an individual basis, and approved only when a legitimate reason for the request is included, and if the request does not affect instructor plans for class on the requested date.

5.1.3 Missing Class: Although we hope it will not be the case for any of our students, we do understand that emergency situations arise from time to time that might not allow a student to submit a request in advance. If such a situation arises, please email both instructors as soon as the circumstances allow. On a case by case basis we will work with you to coordinate a makeup session for the missed class.

5.2 TIMELY ARRIVAL TO CLASS

5.2.1 The classroom will be open ten minutes before class officially begins. Students are expected to use that time to sign in and be seated, before class starts. Any student arriving 5 or more minutes late will not be able to sign in and will be counted as absent.

5.3 SUBMITTING ASSIGNMENTS AND GRADING POLICY

5.3.1 Late Assignments: We will only review and grade assignments that are submitted by the 8:00am deadline on the due date. We will always defer to the Web Course timestamp as the official submission time. Late submissions will receive a ZERO point score.

5.3.2 Incomplete Assignments: We will only review and grade assignments that are submitted by the 8:00am deadline on the due date, whether complete or not. We will always defer to the Web Course timestamp as the official submission time. Incomplete assignments that are not submitted on time will receive a ZERO point score.

5.3.3 Breakdown of Points: All assignments will be added up to calculate each student’s final Research Lab score. Accumulated Research Lab scores are worth 15 percent of each student’s total LRRWI grade. Students can receive a total of 105 points for the Research Lab course. Each of the 6 Unit Assignments are worth 10 points, 60 points in total. The Fall Midterm Exam is worth 15 points, and the Spring Final Exam is worth 25 points. Over the course of the year there will be opportunities to earn 5 additional points, through three Optional Workshops, worth 1 point each, and two Optional Surveys, worth 1 point each.

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Unit Assignments</td>
<td>60</td>
</tr>
<tr>
<td>1 Fall Midterm Exam</td>
<td>15</td>
</tr>
<tr>
<td>Optional Workshops</td>
<td>3</td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
</tr>
<tr>
<td>2 Optional Surveys</td>
<td>2</td>
</tr>
<tr>
<td>1 Spring Final Exam</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

5.3.4 **Midterm and Final Exam:** The midterm and final exams are designed to test each student’s ability to combine the research skills you have learned in Research Lab and apply them to hypothetical situations.

5.3.5 **Grading:** Much of what we cover in Research Lab will be fact based, making the grading process straightforward. However, in instances where there is a spectrum of acceptable answers we will evaluate responses using the “Grading Rubric for Open-Ended Questions”. All open-ended questions will be evaluated under at least one of the assessment categories listed below. For each assessment category there are three possible skill levels students may fit into: Exemplary, Competent, and Developing. Each assessment category contains three bullet points per skill level to provide guidelines for evaluating student skill level within that assessment category. Instructors will select the bullet points relevant to each open-ended question and systematically evaluate all students using the selected relevant bullet points.

To receive full credit on open-ended questions, student must exhibit skill equivalent to either the Exemplary or Competent levels, or a combination of the relevant bullet points between those skill levels. Students that exhibit skill equivalent to the Developing level, or a combination of the relevant bullet points between the Competent and Developing level, require additional practice, and will not receive credit for the open ended question.

**Grading Rubric for Open-Ended Questions**

<table>
<thead>
<tr>
<th>Skill Levels</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Categories</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researching as a Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student articulated planning process, adequately used search skills, and engaged in a fluid research strategy.</td>
<td>• Student engaged in an unarticulated planning process, attempted to use search skills, and used a somewhat fluid research strategy.</td>
<td>• Student did not articulate or engage in a planning process, did not attempt to use search skills, and used a static research strategy.</td>
<td></td>
</tr>
<tr>
<td>• Student checked multiple sources on different platforms, collected and organized resources, and clearly showed understanding of the need to evaluate and rank, or order information based.</td>
<td>• Student checked a few sources, collected resources and may have organized those resources, and showed some awareness of the need to evaluate.</td>
<td>• Student did not check multiple sources, collect and organize resources, or display awareness of need to evaluate information based on authority and the research question on hand.</td>
<td></td>
</tr>
<tr>
<td>Evaluating Authority of Information as Constructed and Contextual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student displayed clear understanding that information is constructed and published within a context, which may result in bias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student showcased ability to evaluate, rank, or order resources based on their authority.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student showed a clear understanding that the original purpose of the information they collected has an effect on their use of it to answer the research question at hand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student displayed some awareness that information is constructed and published within a context, which may result in bias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student attempted to evaluate, rank, or order resources based on their authority.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student showed some understanding that the original purpose of the information they collected has an effect on their use of it to answer the research question at hand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student did not show awareness that information is constructed and published within a context, which may result in bias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● It was not clear whether or not an attempt was made to evaluate, rank, or order resources based on their authority.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Student did not show an understanding that the original purpose of the information they collected has an effect on their use of it to answer the research question at hand.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting Research as an Information Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Student organized information in a clear way.</td>
</tr>
<tr>
<td>● Student showed awareness that their research was a work product under review.</td>
</tr>
<tr>
<td>● Student did not make any spelling or grammar errors.</td>
</tr>
<tr>
<td>● Student organized information in way that was not immediately clear.</td>
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<td>● Student showed some understanding that their research was a work product under review.</td>
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<td>● Student made minor spelling or grammar errors.</td>
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<td>● Student organized information in way that was not clear.</td>
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<td>● Student did not show an understanding that their research was a work product under review.</td>
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<tr>
<td>● Student made major spelling or grammar errors.</td>
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5.4 STUDENT RESPONSIBILITIES

5.4.1 Classroom Conduct: Each student is expected to maintain a professional manner in the classroom and respect the learning process. Unauthorized electronic devices should be turned off while in class, and all browser window or documents unrelated to class activities must be closed. Personal computers will be an integral part of many in-class activities, and should be used for the purposes outlined by Instructors.

5.4.2 Plagiarism: For some assignments in this class, students will be allowed to collaborate; however, plagiarism is unacceptable. The midterm and final will be completed individually. All students are expected to adhere to the Academic Code of Conduct published in the Student Reference Manual and the Code of Conduct on the law school website. If a student is caught cheating, further steps will be taken in accordance with Howard University and School of Law policies.

5.4.3 ADA Procedures: Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact Dean Reginald McGahee (rmcgahee@law.howard.edu) or the Office of the Dean for Special Student Services (202-283-2420) for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester.
UNIT 1

- ANSWER KEY - 9.8.17 In-Class Activity – *Legal Research Strategy: Planning your approach*

- 9.22.17 - Activity Outline for Instructors – *Boolean Logic: Constructing search strings & translating them across platforms*
  - 9.22.17 - Group Platform Signs
  - PPT 9.22.17 with In Class Activity (Boolean Logic Lightning): 
    https://docs.google.com/presentation/d/1mnnLcRgelqIrBj5DLUByFCALkzs5Ta60juCs8eyXatQ/edit?usp=sharing

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
Scenario:

Your supervising attorney is representing a company that is a registered organization with dedicated facilities for manufacturing and dispensing medical marijuana. Recently, that organization is considering selling these facilities. Your supervising attorney asks you to find out if the client can transfer their registration to New Jersey.

Questions:

1. Write out what your research question presented is based on the information at hand.
   - Can a registered organization with dedicated facilities for manufacturing and dispensing medical marijuana sell their facilities and transfer their registration to a new state?

2. What questions do you need to ask your supervising attorney before beginning research?
   - Which state or states are the facilities that the registered organization wants to sell located in?
   - What kind of work product should I produce?
   - What’s the deadline for this project?
   - Is there a budget for conducting this research?

3. How will you keep track of your research strategy?
   - Write out search vocabulary
     - Then build on it throughout the search process
   - Record research process
     - Record search strings (all, not just the ones that led to relevant results because I’ll need to know what I already tried that didn’t work, especially if I’m not doing my research all in one sitting)
       - Note how I filtered results after running a search
       - Note how I pre-filtered before running a search
   - Review and save results
     - in folder/on a word document with link/in excel spreadsheet/using an application such as Evernote
     - Record citations
     - Include link or actual file for easy access
     - Note why the resource was relevant, either with your thoughts, or by copying and pasting an excerpt from the document
4. How will you organize your research results?
   ● Based on how well each result answer the question presented, noting how current the result is
     ○ Identify and prioritize any binding primary authorities
     ○ Identify and prioritize any non-binding secondary authority
   ● Based on how each result fits into the legal reasoning and analysis I will produce to answer the research question

5. What are some terms and phrases you can use to start your research vocabulary?
   ● “Registered organization”
   ● “Medical marijuana”
   ● Manufacturing and dispensing
   ● “Transfer registration”
   ● “Dedicated facilities”
   ● “Medical marijuana registration”
   ● “Dispensary registration”
   ● “Manufacturing registration”
Activity Outline for Instructors
9.22.17 - Boolean Logic Lightning Rounds
Unit 1, Part 3

1. Team Activity
   a. 5 pre-assigned groups
   b. post group assignment on PPT
   c. give out folders labeled 1-5, one to show where each group will sit
      i. Bring enough prizes to award each person in each group for a correct answer (PENS or HIGHLIGHTERS)
      ii. Keep track of which groups received prizes, one prize per group, ending with everyone in the room having received a prize
   d. Create 3 signs for each group, each sign has one platform name displayed prominently
      i. Put inside each group’s folder 1 sheet of red paper labeled Lexis, 1 sheet of blue paper labeled Westlaw, and one sheet of orange paper labeled Bloomberg
   e. Write a list of search strings, one per slide (4 search string slides, used for Parts 1 and 2).

1. SLIDE 1: act! N/15 ^“Denzel Washington”
2. SLIDE 2: “psychological abuse” /50 gaslight! AND NOT “physical abuse”
3. SLIDE 3: “Donald Glover” OR “Childish Gambino” & “Tina Fey” OR “30 Rock”
4. SLIDE 4: Starbucks OR “Seattle’s Best Coffee” /50 “fall favorites” OR “Pumpkin Spice Latte” OR PSL

ii. Part 1
1. Tell everyone to open their Terms and Connectors Chart
2. Give groups 1 minute to deliberate per slide (4 minutes total):
   a. Identify which platform each search string was written to search by holding up sign with the platform’s name.
      i. Lexis, Westlaw, or Bloomberg Law
      ii. SLIDE 1: act! N/15 ^“Denzel Washington”
         1. ANSWER: Bloomberg Law
         2. (Prizes to each person in the group for correct answer: PENS or HIGHLIGHTERS)
      iii. SLIDE 2: “psychological abuse” /50 gaslight! AND NOT “physical abuse”
          1. ANSWER: Lexis
      iv. SLIDE 3: “Donald Glover” OR “Childish Gambino” & “Tina Fey” OR “30 Rock”
          1. ANSWER: Westlaw
      v. SLIDE 4: Starbucks OR “Seattle’s Best Coffee” /50 “fall favorites” OR “Pumpkin Spice Latte” OR PSL
1. **ANSWER:** Lexis AND Westlaw
2. (Prizes to each person in the group for correct answer: PENS or HIGHLIGHTERS)
3. Instructor reads responses displayed on signs, and gives correct answer. (1 minute to review displayed signs and explain answer, 4 minutes total)
4. **Part 1 = 8 minutes total**

### iii. Part 2
1. Go through each slide again
2. Give groups 1 minute to translate each search string into a command sentence (4 minutes)
3. For each sentence answer:
   a. Instructor selects one student from each group to verbally give their group’s answer (1 minutes per answer, 4 minutes total)
      i. **EXAMPLE BEFORE THE ROUND STARTS:** pesticide /25 safe! AND “health hazard” OR “occupational hazard”,
         1. **ANSWER:** Written for Lexis, translates to:
            Retrieve all documents that contain the term *pesticide* appearing within 25 words of all variations of the root word *safe*, and where either the phrase “health hazard” or “occupational hazard” also appears.
4. Let us know you’re ready by holding up your group folder.
   a. **SLIDE 1:** act! N/15 ^“Denzel Washington” (Bloomberg Law)
      i. **ANSWER:** Retrieve all documents with any variation of the root word of act within 15 words of the case sensitive exact phrase Denzel Washington
   b. **SLIDE 2:** “psychological abuse” /50 gaslight! AND NOT “physical abuse” (Lexis) PEN
      i. **ANSWER:** Retrieve all documents with the phrase psychological abuse within 50 words of any variation of the root word of gaslight but exclude all documents with the phrase physical abuse
         1. (Prizes to each person in the group for correct answer: PENS or HIGHLIGHTERS)
   c. **SLIDE 3:** “Donald Glover” OR “Childish Gambino” & “Tina Fey” OR “30 Rock” (Westlaw) PEN
i. **ANSWER:** Retrieve all documents with the phrase Donald Glover or with the phrase Childish Gambino and with the phrase Tina Fey or with the phrase 30 Rock
   
   1. (Prizes to each person in the group for correct answer: PENS or HIGHLIGHTERS)

d. **SLIDE 4:** Starbucks OR “Seattle's Best Coffee” /50 “fall favorites” OR “Pumpkin Spice Latte” OR PSL (Lexis AND Westlaw)
   
i. **ANSWER:** Retrieve all documents with the keyword Starbucks or with the phrase Seattle's Best Coffee within 50 words of the phrase fall favorite or with the phrase Pumpkin Spice Latte or with the keyword PSL

5. **Part 2 = 8 minutes total**

iv. **Part 3**

1. Last group of slides contain 1 research question per slide (2 command research questions, used for Part 3) in the form of a command sentence for database searching
2. For each search string answer:
   a. Instructor selects one student from each group to come up to the whiteboard, to work together and write the 2 search string answers (2 minutes per answer, 4 minutes total)
3. Students have 2 minutes to translate the command sentence into a search string, then identify which platform the command sentence and resulting search string is written to search: Westlaw, Lexis, or Bloomberg Law (4 minutes) (reverse process of the example above)
   a. Retrieve all documents with the phrase Emotional Support Animal or ESA within 25 words of the phrase Fair Housing Act within 50 words of any variation of the root word of accommodate
      i. **ANSWER:** “Emotional support animal” OR ESA /25 “Fair Housing Act” /50 accommodat!
   b. Retrieve all documents that contain the term pesticide appearing within 25 words of any variation of the root word of safe and where either the phrase “health hazard” or “occupational hazard” also appears.
      i. **ANSWER:** pesticide /25 safe! AND “health hazard” OR “occupational hazard”

4. **Part 3 = 8 minutes total**
a. (Prizes to each person in the group for correct answer: PENS or HIGHLIGHTERS)

- **BONUS** (10 minutes total) - **Part 4**
  - Each person run the search assigned to your group, then we’ll have a representative from each group give us summary evaluation of how the search worked.
    - **GROUP 1:**
      - act! N/15 ^“Denzel Washington” *(Bloomberg Law)*
    - **GROUP 2:**
      - “Emotional support animal” OR ESA N/25 “Fair Housing Act” N/50 accommodat! *(Bloomberg Law)*
    - **GROUP 3:**
      - Starbucks OR “Seattle's Best Coffee” /50 “fall favorites” OR “Pumpkin Spice Latte” OR PSL *(Lexis)*
    - **GROUP 4:**
      - pesticide /25 safe! & “health hazard” OR “occupational hazard” *(Westlaw)*
    - **GROUP 5:**
      - “psychological abuse” /50 gaslight! AND NOT “physical abuse” *(Lexis)*
Bloomberg

Law
Westlaw
UNIT 2

- ANSWER KEY - 9.29.17 In-Class Activity – Secondary Sources: An introduction to the different types and their organization

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
Unit 2 - Secondary Sources: An introduction to the different types and their organization

Friday, September 29th, 2017

In-Class Activity - ANSWER KEY

Secondary Source Hunt

In this exercise, you will examine 5 different secondary sources in order to:
● Gather background information on an unfamiliar area of law
● Locate citations to primary authority and persuasive authority
● Build out your search vocabulary

This activity will take 30 minutes, and involves examining 5 types of secondary sources. You’ll spend 6 minutes at each station. When the bell rings your group must move to the next numerical station (i.e. your group starts at station 4: first bell rings → move to station 5; second bell rings → move to station 1, etc.). After each group has moved through all 5 stations we will reconvene in the classroom.

Station 1: Nutshell
Location: Study Aids at the Circulation Desk

KF4819.85 .W45 2017

How many pages are dedicated to the discussion of diversity visas? ____ 3 (30-31, 156)

What types of resources does this secondary source provide citations to?
Give an example citation.
U.S Code, CFR, cases, legislative acts

Station 2: Periodical
Location: 2nd floor, Row 2-45

Title: 57 Howard L. J. 1071 (2014)

What is the topic of the journal article?
Title: Section 342 of the Dodd-Frank Act does not adequately consider education and poverty.

How does the outline of the article assist a researcher?
**Station 3:** American Law Reports (A.L.R.)
Location: 2nd floor, Row 2-42

Citation: 97 A.L.R. 6th 653

What is the topic of the annotation?
*Validity, construction, and application of open container laws*

This analysis considers decisions, statutes and codes from how many jurisdictions? 36

**Station 4:** Corpus Juris Secundum (C.J.S.)
Location: 2nd floor, near the study rooms

Topic and section: **Injunctions § 69**

What is the heading? *What constitutes irreparable injury*

What types of resources does this secondary source provide citations to? Give an example citation.

**Station 5:** Words and Phrases
Location: 2nd floor, near the study rooms

Topic: **Right of first refusal**

How many pages are dedicated to entries on right of first refusal? 4 + 1 pp

Do any of the entries use alternate terms for right of first refusal? *Alternate wording is “preemptive right”; “preferential right of purchase”; “option”*

Who determines the interpretation of a word or phrase in this secondary source? *Courts - State and Federal*
UNIT 3

- **ANSWER KEY - 10.27.17 In-Class Activity** – *Case Law Research: Citators and Dockets*

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
Part 1: Using a Citator

Look up Whitaker v. Kenosha Unified Sch. Dist. No. 1 Bd. of Educ., 858 F.3d 1034 (7th Cir. 2017). Answer the following questions about this case.

1. What treatment is indicated for this case?
   a. L Possible negative treatment
   b. W Negative treatment
   c. B Positive

2. How many citing decisions, or cases, are there?
   a. L 17
   b. W 15
   c. B 15

3. Of those citing decisions, how many are flagged for negative treatment?
   a. L none
   b. W 1 - Distinguished by R.M.A. by Appleby v. Blue Springs R-IV School District
   c. B none

4. Of those citing decisions, how many different treatments are indicated? What are they?
   a. L Cited by, followed by, cited in dissenting opinion at
   b. W 3 Appeal notifications flags; examined by, discussed by, distinguished by, cited by, mentioned by
   c. B Positive

5. What is the subsequent appellate history for this case?
   b. W Petition for certiorari filed (No.17-301), Aug 25, 2017
   c. B none

6. What other types of citing sources, or documents, are listed?
   a. L 7 Court documents, 2 law reviews, 1 treatise
   b. W Secondary sources, court documents
   c. B Court opinions, BNA reporter documents
7. This case is cited by *R.M.A. by Appleby v. Blue Springs R-IV School District*. What treatment is indicated for that case?
   a. L citing references with analysis available
   b. W none assigned
   c. B positive

8. How many cases did this case cite to?
   a. L 56
   b. W 56
   c. B 55

9. How many of the cited cases were flagged for negative treatment?
   a. L 3
   b. W 2
   c. B 3

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**Part 2: Searching a Docket**

Using the docket number for *Whitaker v. Kenosha*, run a docket search in Bloomberg Law. Answer the following questions about the docket sheet.

10. How many amicus briefs are there?
    14

    a. What is the date of the brief it is replacing? January 23, 2017
    b. When was the appellants’ reply brief due? February 10, 2017

12. What action is listed in the final docket entry?
    Notice that a petition for certiorari was filed
UNIT 4

- ANSWER KEY – 1.12.18 In Class Activity (Justice for All) – *Federal Legislative Procedure: Anatomy of Legislative Process*
  - 1.12.18 – Stateline Article about Justice for All Act
- ANSWER KEY- 1.26.18 In Class Activity (Muhammad Ali – HeinOnline) – *Federal Legislative Procedure: Legislative Histories, Compiled and Compiling*

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
Remember, there are many resources available to you for this type of research.

The pre-class readings discussed several subscription databases that HUSL Library purchases access to that are useful for legislative history research; they are: ProQuest Congressional, HeinOnline, Westlaw, Lexis Advance, and Bloomberg Law. Additionally, the U.S. Government provides free access to legislative information on Congress.gov and GPO.gov/fdsys.

There are also valuable print collections in our library which are useful for legislative history research, such as the Statutes at Large and U.S.C.C.A.N.

Law librarians are experienced with these types of resources, and often conduct legislative history research as part of their daily workflows. Take advantage of their expertise.

Your supervising attorney directs you to research the Crime Victims’ Rights Act, focusing on the rights afforded to victims in federal criminal cases. You find that it is part of the omnibus Justice for All Act of 2004. First review the background materials in the folder provided by your supervising attorney. Then collect the following facts about the Act’s legislative process.

As you answer each question, please provide your source.

**EXTRA CHALLENGE:** Answer questions 1-5 and 10 using only print resources.

1. Name of the Act (short title):
   Justice for All Act of 2004

2. Date Enacted:
   October 30, 2004

3. Public Law Number:
   Pub. L. 108-405

4. Statutes at Large citation:
   118 Stat. 2260

5. Bill number (that became law):
   H.R. 5107
6. Bill Sponsor:
   Rep. Sensenbrenner, F. James, Jr. [R-WI-5]

7. Date Introduced:
   September 21, 2004

8. Initial Committee Referral:
   House Committee on the Judiciary

9. What action was taken on October 6, 2004 at 12:46 p.m., and where was it reported in the Congressional Record?
   Considered as unfinished business.

10. Committee Report Number (if any):
    H. Rept. 108-711 (September 30, 2004)

11. Date(s) of Hearings (if any):
    None

12. Date(s) of Debates (if any):
    October 6, 2004
What Do States Owe People Who Are Wrongfully Convicted?

By Scott Rodd

In April 2000, 23-year-old Floyd Bledsoe sat in an Oskaloosa, Kansas, courtroom awaiting the verdict in his first-degree murder trial in the death of his 14-year-old sister-in-law, Zetta “Camille” Arfmann. Throughout the trial, he maintained his innocence. But the jury entered the courtroom and declared him guilty.

Bledsoe was sentenced to life in prison plus 16 years, but doubts about his involvement in the murder lingered. The crime scene yielded little physical evidence, and Bledsoe’s brother, Tom, 25, had originally confessed to the murder before recanting and pinning the crime on Floyd.

After years of fruitless court challenges, Bledsoe was vindicated in a gut-wrenching twist: In 2015, Tom Bledsoe confessed to the murder in a suicide note before asphyxiating himself. Within a month, a judge vacated Bledsoe’s conviction and he was released from prison. The day of his release, Bledsoe recalls, was a mixture of celebration and mourning.

“Before I was locked up, I had 40 acres, livestock, a wife and kids,” he said. “When I was released, I had nothing … I lost my family, my job, my reputation — everything.”

Bledsoe found little support as he adjusted to life outside of prison, including from the state that locked him up for more than 15 years. A bill before the Kansas Legislature would make up for part of that by making him eligible for $80,000 for each year he spent behind bars.

A steady increase in exonerations in recent years, often a result of new DNA-testing capability, has prompted lawmakers in states like Kansas to consider legislation that guarantees compensation for those who are wrongfully convicted and imprisoned. And in the 32 states that have compensation laws, some lawmakers have sought to increase the amount of compensation exonerated individuals would receive, expand the eligibility for compensation or streamline the process for getting it.
It’s only just that states provide compensation to people who are wrongly convicted and imprisoned, advocates for the wrongly convicted say.

“When an innocent person is deprived of liberty because of a wrongful conviction, regardless of fault, the government has a responsibility to do all it can to foster that person’s re-entry in order to help restore some sense of justice,” said Maddy deLone, executive director of the Innocence Project, a nonprofit legal organization that specializes in wrongful conviction cases. “Fair compensation is part of that.”

According to the National Registry of Exonerations, 2,000 wrongfully convicted individuals have been exonerated for state and federal crimes since 1989. In 2016, there were 166 exonerations nationwide — the most since the registry was established nearly 30 years ago.

In 2004, Congress passed the Justice for All Act with bipartisan support. The law guarantees individuals exonerated of federal crimes $50,000 for every year spent in prison and $100,000 for every year spent on death row.

From state to state, however, those who are exonerated are not guaranteed the same rights or compensation after a conviction is overturned. “It really matters where you’re convicted,” said Amol Sinha, state policy advocate at the Innocence Project.

In Texas, a state known for its tough-on-crime posture, the exonerated are paid $80,000 for every year spent in prison and are eligible for monthly annuity payments after release. The state’s generous compensation law has added up over time. In the last 25 years, Texas has paid over $93 million to wrongfully convicted individuals.

Wisconsin, on the other hand, pays $5,000 for every year spent in prison, capped at a maximum of $25,000. Some states offer in-kind benefits in addition to monetary compensation. Vermont, for example, provides health care coverage for 10 years after an exonerated individual is released from prison.

In states without compensation laws, like Kansas, those who are exonerated typically have to file a lawsuit to get compensation or convince legislatures to pass a special appropriation to pay them. Lawsuits can be time-consuming, costly and challenging to win. And winning compensation from a legislature isn’t guaranteed.

In Kansas, for example, a wrongfully convicted person currently must go to the Legislature’s Special Claims Against the State Committee and plead for compensation.

Debate Over Amounts
How much people deserve for the time they lost behind bars often is in dispute. It was in Indiana this year.


Both bills would award compensation only to people whose crimes were vacated through DNA analysis. The attorney general would be in charge of processing claims for wrongful conviction compensation, and neither bill would apply retroactively. But both bills appear dead for the year.

Frances Lee Watson, founder of the Wrongful Conviction Clinic at the Indiana University McKinney School of Law, said she hopes legislators will continue to push for compensation. “Convictions are still being vacated and people are still being exonerated in Indiana — but we don’t have a compensation law,” she said.

Another sticking point in trying to pass compensation laws is overcoming lawmakers’ general faith in the criminal justice system or convincing them that innocent people can be convicted.

In nearby Michigan, Republican Gov. Rick Snyder signed a bill in December that pays $50,000 for each year of wrongful imprisonment and provides re-entry services after release. But the bill’s sponsor, Democratic Sen. Steve Bieda, first introduced it in 2004.

“I think [legislators] had a hard time wrapping their heads around the fact that someone could spend so much time behind bars and not have done something wrong,” Bieda said of his struggle to pass the bill. “I had to reintroduce [the legislation] again and again.”

Lawmakers in other states are looking to tweak their compensation laws by streamlining payments or ensuring that some people aren't left out unfairly.

In Tennessee, for instance, Republican Rep. Mark Pody wants to make it easier for people who are innocent, but aren't exonerated by the state's parole board or the governor, to receive compensation. Why? A judge vacating a conviction is not enough for an individual to qualify for compensation under current law.

His bill would allow a wrongfully convicted individual to apply for compensation without an official exoneration after spending at least 25 years in prison and if the conviction was overturned by DNA evidence.
The bill wouldn’t affect many people in Tennessee. But it would affect Lawrence McKinney, who was released from prison in July 2009 after 31 years based on new DNA evidence. McKinney was denied an official exoneration from the parole board and is currently awaiting a decision from Republican Gov. Bill Haslam.

Compensation in Kansas

After spending time on the Kansas Legislature’s joint committee that decides on civil claims for wrongful conviction, Democratic Sen. David Haley decided he wanted to change how innocent people such as Floyd Bledsoe are compensated in his state to make it more just and evenhanded.

“Some [people] made compelling arguments,” he said, “but there seemed to be no rhyme or reason as to who [was awarded] what.”

So last month, he introduced a bill that would compensate wrongfully convicted individuals with $80,000 for each year spent in prison or $1 million if sentenced to death. It would also pay $5 million to the heir of an individual who was wrongfully executed, though the state hasn’t conducted an execution since 1965.

The bill hasn’t passed yet. There are questions about whether $80,000 is the right amount. And the bill has been amended to include some notable limitations: Individuals who pleaded guilty or no contest to a crime, for example, would not be eligible for compensation — even if the conviction was later vacated.

Sinha of the Innocence Project said provisions like this in compensation laws can deprive some innocent people of their rightful compensation because they were coerced, or saw little hope in winning at trial and agreed to a plea bargain.

The National Registry of Exonerations has confirmed over 350 instances of individuals who pleaded guilty to crimes they did not commit. According to the Innocence Project, nearly 11 percent of the nation’s DNA exonerations involved innocent people pleading guilty.

Haley’s bill in Kansas also would require people who are exonerated to apply for compensation within two years after their release from prison. That would exclude the bulk of people whose convictions have been vacated.

Bledsoe, whose brother committed the murder he spent time in prison for, doesn’t want to be one of those people. But time is running out for him to get the level of compensation Haley thinks he deserves. Dec. 8 will mark two years since his release from prison.
“I haven’t completely lost faith in our justice system,” Bledsoe said. “[But] it’s hard to trust in something that’s not perfect.”
For this exercise, you are limited to HeinOnline. Take a moment now to familiarize yourself with some of the legislative materials, such as: the Federal Legislative History Library, or the Statutes at Large.

Your supervising attorney gives you a session law citation, 114 Stat. 321, and asks for some legislative history references for it. In HeinOnline, start your legislative history research by first pulling up 114 Stat. 321 (limited the search bar to the citation search tab, and search for the citation). Then locate a compiled legislative history for this Act on HeinOnline to complete the questions.

1. What is the short name, often called the popular name, for this Act?
   Muhammad Ali Boxing Reform Act

2. What was the bill number for P.L. 106-210?
   H.R. 1832

3. When did P.L. 106-210 become a law?
   May 26, 2000

4. What is the citation to the document with the potential to contain the most weight for legislative intent?
   HOUSE REPORTS: No. 106-449, Pt. 1 (Comm. on Commerce)

5. On what date was the most recent congressional hearing held?
   June 29, 1999

6. What are the names of the House Committee and House Subcommittee that were responsible for the most recent congressional hearing?
   Committee: Commerce
   Subcommittee: Telecommunications, Trade, and Consumer Protection

7. What is the name the organization with testimony in the most recent congressional hearing that starts on page 7?
8. What is the citation, as listed on HeinOnline, for the publication where you found all of the most important legislative documents compiled for this Act? Be prepared to demonstrate how to find this publication.


Actual Documents: Reports, Hearings

ONE WAY TO FIND THIS COMPILED LEGISLATIVE HISTORY on HeinOnline:
1. From the HeinOnline homepage, click on the collection link for the "U.S. Federal Legislative Histories Library", then open the collection by clicking on “U.S. Federal Legislative Histories Library" as listed in the box.
2. Click the option to view by “Public Law Number”
3. Under “Congress Number” click the “106” button
4. Use the Control-F feature to locate 106-210
5. Open the compiled legislative history for this law
UNIT 5

- 2.3.17 - Activity Outline for Instructors
  
  o ANSWER KEY – 2.3.17 In Class Activity (TEXAS - POPULAR NAME) – Statutes and Codes, Part 1
  o ANSWER KEY – 2.3.17 In Class Activity (NEW YORK POPULAR NAME) – Statutes and Codes, Part 1
  o ANSWER KEY – 2.3.17 In Class Activity (TEXAS, INDEX Statutes + Codes - Assignment) – Statutes and Codes, Part 1
  o ANSWER KEY – 2.3.17 In Class Activity (NEW YORK, INDEX Statutes + Codes - Assignment) – Statutes and Codes, Part 1
  o ANSWER KEY – 2.3.17 In Class Activity (CALIFORNIA POPULAR NAME Statutes + Codes - Assignment) – Statutes and Codes, Part 1
  o ANSWER KEY – 2.3.17 In Class Activity (CALIFORNIA INDEX Statutes + Codes - Assignment) – Statutes and Codes, Part 1

- ANSWER KEY – 2.10.17 In Class Activity (designation of foreign terrorist organizations) – Statutes and Codes, Part 2

- ANSWER KEY – 2.10.17 In Class Activity (travel control of citizens and aliens) – Statutes and Codes, Part 2

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
Activity Outline for Instructors
2.3.17 - STATE STATUTE SPEED DATING
Unit 4, Part 2

• You'll work in groups:
  ○ Row 1 (closest to the podium), through Row 6 (closest to the windows)
  ○ Row 1 report to table 1, Row 2 report to table 2, and so on...
  ○ Instructor is now handing out your packets (1 per group), bring it with you to each table

• 6 tables in the library's reading room:
  ○ Each table has a different set of books that you'll use to answer that table's questions
  ○ You'll have 5 minutes at each table
  ○ When we ring the bell, you'll move to the next table
Your niece, who lives in Texas, was selected by her college gymnastics team to compete at the state level. She packed the final set of contact lenses left from her prescription. She thought bringing her last pair would be fine for a short trip. On the morning of the competition, she opened her contact lens pack and accidentally dropped them both down the drain. She called the pharmacy by her hotel and confirmed that they had her prescription in stock. But when she called her optometrist he refused to telephone or fax the prescription to the pharmacy for her without her coming in for a visit. Last year your niece read somewhere that a new Contact Lens Prescription Act in Texas allowed for emergency refills. She emails you to ask if the law she remembered hearing about exists in Texas.

Begin your research in the Popular Names Table of Vernon’s Texas Statutes and Codes Annotated.

1. Where does the Popular Name table tell you the act is codified?
   Occ 353.001 et seq.

Now, go find that section in the book, and use it to answer the following questions. When you’re finished, please put the book back on the shelf where you found it for the next group to use.

2. Do any of provisions of this statute discuss emergency refills?
   § 353.104. Emergency Refill

3. This statutory provision has been amended several times. What year was the original law passed?
   1999
A friend recently had a baby at Mount Sinai Hospital in New York. During her stay, she was told that the hospital needed to run a few standard tests on her infant, as required under Aidans Law. Your friend was told that all infants under the age of 28 days must undergo these tests. For religious reasons, your friend does not want her child to have these tests completed. She calls you for help understanding her rights under this New York State Law.

Begin your research in the Popular Names Table of McKinney’s Consolidated Laws of New York.

1. Where does the Popular Name table tell you the act is codified?
   PUB HE 2500—a

Now, go find that section in the book, and use it to answer the following questions. When you’re finished, please put the book back on the shelf where you found it for the next group to use.

2. Do any of provisions of this statute explain on what grounds the parent or guardian may object to the testing?
   Subsection b

3. This statutory provision has been amended several times. What year was the original law passed?
   1964
A friend from high school recently won the Texas State Lottery. She’s overjoyed, and has a call scheduled to speak with the state lottery commission about collecting her winnings. As her attorney, she’d like for you to be on that call. Later that day, during the conversation your friend clearly states that she does not want to have her street address or telephone number disclosed on any documents available to the public. A day after this conversation, the Texas State Lottery announces her as the winner and lists her street address and telephone number on the press release. Your friend calls you and asks was the release of this information against Texas law, because she specially denied consent.

**Answer the following questions using only the Index Volumes of Vernon’s Texas Statutes and Codes Annotated.**

1. **What terms did you search in the index?**

   **Gambling:**
   - Lottery, generally, this index

   **Lottery:**
   - Privileged Information, Gov 466.022

   **Records and recordation**
   - Open records exemption, Gov 466.022

2. **What section of Vernon’s Texas Statutes and Codes Annotated did the index point you to?**

   Gov 466.022
Your uncle works as a doorman at a hotel in New York City and is an active member of the New York Hotel Workers’ Union. The union contract is up for renewal and negotiations are underway. Last week his union representative held a briefing with all the union members at the hotel about a potential strike, if certain contract terms were not met. The next week, while holding the door for Sasha, the owner of the hotel, your uncle overheard her offer a bribe of $5,000 to your union representative’s boss, a higher ranking labor union official, in exchange for a guarantee that the union members would not strike. The labor union official turned her down immediately. Your uncle is concerned so he calls you and asks if the hotel owner was breaking any New York laws by offering a bribe.

Answer the following questions using only the Index Volumes of McKinney’s Consolidated Laws of New York.

1. What terms did you search in the index?

   Unions: See Labor Organizations, generally, this index

   Labor Organizations: Officials in. Bribery and Corruption, generally, this index

   Bribery and Corruption: Labor Officials, Bribing Definitions, PEN 180.15

2. What section of McKinney’s Consolidated Laws of New York did the index point you to?

   PEN 180.15
A friend from college has decided to pursue her dream of making documentaries. She decides the best place to do this work would be California. Part of why she thinks California is a good place to start her documentary film production company is because she’s read that the California Government enacted laws that encourage local governments to establish one-stop local permit offices to benefit the film industry. She texts you and says she thinks the law is called the Motion Picture, Television, and Commercial Industries Act. She’s wondering if what she has read about this law is correct.

Begin your research in the Popular Names Table of West’s Annotated California Code.

1. Where does the Popular Name table tell you the act is codified?
   Gov 14998 et seq

Now, go find that section in the book, and use it to answer the following questions. When you’re finished, please put the book back on the shelf where you found it for the next group to use.

2. Do any of provisions of this statute explain one-stop permit offices?
   Gov 14998.10 - Uniform permit procedures; reasonable fees; one-stop local permits

3. This statutory provision has been amended several times. What year was the original law passed?
   1984
Your cousin is developing a computer program to help streamline the process of converting text publications into electronic versions. She’s worked with a few large name publishers that are in the process of making their college textbooks available in electronic versions, by specific state deadlines. One of the publishers she is negotiating with mentions that they are currently focused on converting their textbooks offered for sale at the University of California, the California State University, and the California Community Colleges, to electronic versions. She calls you and asks for help looking up the laws in California about textbooks and electronic formats.

**Answer the following questions using only the Index Volumes of *West’s Annotated California Code***.

1. **What terms did you search in the index?**

   **Textbooks:**
   - Colleges and Universities, this index

   **Colleges and Universities:**
   - Textbooks
     - Electronic versions, Educ 66410

2. **What section of the *West’s Annotated California Code* did the index point you to?**

   Educ 66410
Search the U.S. Code for designation of foreign terrorist organizations.

1. List the citation(s) you found.
   
   8 USCS § 1189

2. Open/review the citation found in question 1. What is the U.S.C. title’s name?
   
   Title 8 – Aliens and nationality

3. What is the Public Law (or Chapter Law) number for this statute? When did the act become law? What is its Statutes at Large citation?

   June 27, 1952, ch 477, Title II, Ch 2, § 219, as added April 24, 1996, P.L. 104-132, Title III, Subtitle A, § 302(a), 110 Stat. 1248

   “As added” sections: it is often the case that a Code section is based on an act section that was added to its base law by a later act. That’s why this history or credit of this code section contains both citations. If you put just the first citation for this activity, you are still correct.

4. What is the Public Law number of the 1978 amendment? What is its Statutes at Large citation?

   Oct. 7, 1978, Pub.L. 95-426, Title VII, § 707(a) to (d), 92 Stat. 992, 993

5. Go to your answer in question 4 and locate that amending language in the public law.

   Sec. 707. (a) Subsection (a) of section 215 of the Immigration and Nationality Act (8 U.S.C. 1185) is amended by striking out “When the United States” and all that follows through “be unlawful” and inserting in lieu thereof “Unless otherwise ordered by the President, it shall be unlawful”.

6. Going back to the citation(s) found in question 1, what types of annotations are provided?

   Historical notes, C.F.R., law review commentaries, C.J.S., A.L.R., treatises, case notes
Search the U.S. Code for **travel control of citizens and aliens**.

1. List the citation(s) you found.

   8 U.S.C. § 1185 Travel control of citizens and aliens

2. Open/review the citation found in question 1. What is the U.S.C. title's name?

   **Title 8 – Aliens and nationality**

3. What is the Public Law number for this statute? When did the act become law? What is its Statutes at Large citation?

   **June 27, 1952, c. 477, Title II, ch. 2, § 215, 66 Stat. 190**

4. What is the Public Law number and the date of that most recent amendment? What is its Statutes at Large citation?


5. Go to your answer in question 4 and locate that amending language in the Public Law.

   **SEC. 204. UNITED STATES CITIZENS ENTERING AND DEPARTING ON UNITED STATES PASSPORTS. (a) IN GENERAL.—Section 215(b) of the Immigration and Nationality Act (8 U.S.C. 1185(b)) is amended by inserting "United States" after "valid".**

6. Going back to the citation(s) found in question 1, what types of annotations are provided?

   - Notes
   - Case Notes
   - Research References and Practice Aids
UNIT 6

- ANSWER KEY – 2.17.17 In Class Activity (FederalRegister.gov) – Federal Administrative Law, Part 1
- ANSWER KEY – 2.24.17 In Class Activity (NY State rules and regulations) – Federal Administrative Law, Part 2

Created by Victoria Capatosto and Eileen Santos
Howard University School of Law
This activity will trace how the definition of a “rough diamond” made its way into the Code of Federal Regulations.

To find the proposed rule:
- Go to federalregister.gov, and enter the search string: “rough diamond” and definition
- Narrow your search results to Proposed Rules.
- Open the rule proposed by the U.S. Customs and Border Protection and the Treasury Department.

1. What is the name of the proposed rule?

   Prohibitions and Conditions on the Importation and Exportation of Rough Diamonds

2. When did the comment period close?

   10/15/2012

Now open the PDF to view the official printed version, as published in the Federal Register, of this proposed rule.

3. In which volume of the Federal Register is this proposed rule published?

   Vol. 77

4. On what page of the Federal Register does this proposed rule begin?

   p. 48918

5. How were comments on this proposed rule submitted electronically?

To find the final rule:

- Take the docket number (found in question 5), and search it in federalregister.gov.
- Narrow your results to Rules.

6. What is the purpose of the final rule?

   In response to the role played by the illicit trade in diamonds in fueling conflict and human rights violations in certain areas of the world, and to differentiate between the trade in conflict diamonds and the trade in legitimate diamonds, the United States and numerous other countries announced in the Interlaken Declaration of November 5, 2002, the launch of the Kimberley Process Certification Scheme (KPCS) for rough diamonds.

7. When did it take effect?

   Effective August 7, 2013

8. What titles and parts of the CFR does this final rule affect?

   19 CFR 12
   19 CFR 163
   19 CFR 178

   For the reasons set forth above, parts 12, 163, and 178 of title 19 of the Code of Federal Regulations (19 CFR parts 12, 163, and 178) are amended as set forth below.
Your supervising attorney is representing a company that is a registered organization with dedicated facilities for manufacturing and dispensing medical marijuana in New York State. Recently, that organization is considering selling these facilities. Your supervising attorney asks you to find out if the client can transfer their registration.

You spend 5 minutes on Google searching for official NY State rules and regulations, which brings you to the following official NY State Department of Health webpage discussing the New York State Medical Marijuana Program:
https://www.health.ny.gov/regulations/medical_marijuana/regulations.htm

On that webpage, you review the “Medical Marijuana Program Regulations” PDF. In this summary document you find the section of this regulation that answers the client’s question.

A. In what title of the Official Compilation of Codes, Rules and Regulations of the State of New York are the “Medical Marijuana Program Regulations” codified?

Title 10 (Health) \(\rightarrow\) First paragraph of the “Summary of Express Terms”

B. What is the section number and heading that answers the client’s question?

§1004.8 Registrations non-transferable. \(\rightarrow\) Page 3 of the “Summary of Express Terms”

C. On what date was this regulation adopted in New York State?

April 15, 2015 \(\rightarrow\) history on Lexis (Added 1004.8 on 4/15/15.), credits on Westlaw (Sec. filed Mar. 31, 2015 eff. Apr. 15, 2015.), and BLaw ( Adopted, New York State Register April 15, 2015/Volume XXXVII, Issue 15, eff. 4/15/2015”)

D. In what volume and issue of the New York State Register was this regulation adopted?

Volume XXXVII, Issue 15 \(\rightarrow\) Bloomberg Law history information.

E. On the “Notice of Adoption” for this regulation in the New York State Register what citation is listed as the statutory authority?

Statutory authority: Public Health Law, section 3369-a \(\rightarrow\) New York State Register Volume XXXVII, Issue 15 (found on Bloomberg Law, go to state regulatory materials, select NY, narrow into New York State Register, run a search for the “Specific Date” of 04/15/2015, select result #4 of 41 results: “New York Register, Rules, Department of Health, Medical Use Of Marihuana, New York Register Volume 37 Issue 15 Page 4 (04/15/2015)”