

On Teaching Advanced Legal Research

By Christopher A. Knott. 28 Legal Reference Services Q. 101 (2009).

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Reviewer's Summary:

In this article, Knott provides guidance for developing an advanced legal research course. He begins by addressing how to decide what to teach, followed by factors to consider in determining how to teach. Knott discusses ways to establish a baseline using pretesting, different approaches to developing a syllabus, the selection of readings, and ideas for creating research assignments. He emphasizes the importance of addressing the following in every course: available sources, the research process, and the structure of legal information. Knott also describes the different levels of understanding that may be achieved in an advanced legal research course, from competence, to fluency, to mastery. The article ends with a consideration of different ways to measure outcomes, such as by administering a final exam or through multiple research assignments. The appendices include a list of key principles for students, sample pretests, and a student outline.

Summarized by: Alisa Holahan, Tarlton Law Library and Jamail Center for Legal Research, in 2020.