

**COURSE OUTLINE**  
**LAWS 2908 – Approaches in Legal Studies I**  
**Department of Law and Legal Studies,**  
**CARLETON UNIVERSITY.**

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<b>COURSE:</b>	LAWS 2908 A - Approaches in Legal Studies I
<b>TERM:</b>	FALL 2022
<b>PREREQUISITES:</b>	LAWS 1001 and LAWS 1002.
<b>CLASSES:</b>	<b>Lecture: FRIDAYS 1.05 PM to 2.25 PM.</b>
<b>Day:</b>	<b>Tutorial: FRIDAYS 2.35 PM to 3.55 PM.</b>
<b>Time:</b>	Tory Building 340
<b>Room:</b>	Course is delivered in <b>class</b> with <b>weekly combined</b> Lectures and Tutorial sessions on <b>Fridays from 1.05 PM to 3.55 PM EST</b> throughout FALL term 2022. <i>Please check Carleton Central for current room location.</i> Regular attendance in all Lecture and Tutorial sessions is essential to succeed in this course. All students are expected to attend Lectures and actively participate in class discussions during tutorial sessions.  Course may be delivered using a blended learning model, with lectures notes (Slides), resources course materials, web links to online resources, and few pre-recorded lectures (later) are made available through Brightspace.  Students must be able to access and effectively use Zoom Pro and Brightspace for this course. Online lectures and Tutorial session are delivered live in class. Lecture slides, Quizzes Assignments, Reading/ Reference/ Resource materials. Lecture and Tutorial sessions may be recorded and posted on Brightspace, if it is allowed by the University / TLS.
<b>INSTRUCTOR:</b>	Sriyan Pinnawala, Barrister, Solicitor and Notary Public
<b>CONTACT:</b>	<b>Office</b> By appointment - In person, over phone or on Zoom <b>Hours :</b> <b>Telephone:</b> 613 600 9340. <b>Email:</b> sriyanthapinnawala@cunet.carleton.ca

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**CALENDAR COURSE DESCRIPTION**

Introduction to the legal research process and analysis of legal methodology; finding and analyzing primary and secondary legal sources. Students are strongly encouraged to take this course in the second year of their program.

## **COURSE DESCRIPTION**

The Law Program at the Department of Law and Legal Studies at Carleton University is firmly grounded in a “legal studies” approach which situates law in its social, economic, political and historical contexts. As such, courses focus not just on ‘what the law is’ in a particular area but also on a range of academic and practical considerations: How does the law ‘as it is’ reflect particular (normative) visions of society and distributions of power within it? How and why does law change? How is the law ‘on the books’ operationalized (e.g., by the police or business-people) and experienced by ordinary people in everyday life? How do the narratives of law (e.g., judicial decisions) communicate cultural meanings in our society? How do law and legal processes interact with other institutions in our society? Who creates law – and is all ‘law’ (in the sense of regulation of conduct) formally prescribed law?

Engaging with questions such as these requires that students are able to deploy a range of effective research skills and strategies. The Department offers two research courses to assist students to master their law discipline. Laws 2908 course, introduces students to legal materials in legal studies research such as judicial decisions (cases), legislative instruments (statutes, regulations, by laws), government documents (including Parliamentary materials and policy), and secondary sources published in academic journals. It also addresses ‘legal method’ in comprehending and working with these materials. This course is compulsory for all students majoring in a Law or Law Honors programs. A second course, Laws 3908, offered at the 3000 level, introduces students to a variety of interdisciplinary approaches, including the use of social science research sources and methods in legal studies and more advanced consideration of theory in legal research.

Instructor reserve the right to amend, change, add or alter the contents in this course outline including dates, reading materials, evaluation and schedule as needed, with due notice to students. Students are advised to read the course outline published in the Brightspace every week to prepare for the weekly lecture and tutorial sessions, since the reading materials, may be added, replaced or changed.

## **LEARNING OBJECTIVES.**

After the successful completion of Laws 2908 course, Students should be able to:

- Realize the relevance, applicability and importance of Research, Analysis, Argument, Strategy, and Drafting in the discipline of law;
- Read legal literature in a “research perspective (Research lens)” in order to identify the purpose, objective, intention and function of these materials as well as their relevance to the law research projects undertaken;
- Reproduce correctly with citations, the quotations, excerpts and extracts taken from reading materials to write articles in order to avoid falling into unintentional plagiarism;
- Craft effective research questions for course assignments and outline effective research strategies for conducting a research project in the undergraduate legal studies program;

- Search for the most authoritative, up-to-date and relevant law, case law and facts to answer a research question through primary and secondary sources of law, using manual and electronic research methods;
- Identify core principles and arguments used legal materials related to legal studies undergraduate research projects; their strengths and weaknesses; how the legal sources assist in working towards and answering a legal studies research problem;
- Apply legal materials to research projects in order to mobilize them in crafting critical academic argumentation, analysis and strategy.
- Develop students' skills in reading, understanding, summarizing, analyzing materials and academic writing which would be very useful in studies as well as at work upon graduation.

### **COURSE FORMAT.**

**LECTURES.** - Lectures will be delivered in class on **FRIDAYS from 01.05 PM to 02.25 PM** Lectures in this course are designed to introduce students to the important role of research and the approaches to research that may be engaged in the field of legal studies. Lectures will also provide foundations for effective analysis of different types of primary and secondary sources of law. Lectures in this course may be delivered **in class** and/or pre-recorded lectures ( if the need arise) with lecture notes on slides for students to follow before the tutorial session begins and also for students to mark down the points for discussions at tutorial sessions.

**TUTORIAL SESSIONS.** - Tutorial sessions will take place every **FRIDAY from 02.35 PM to 03.55 PM.** Tutorial sessions are used to provide hands-on introduction to research skills and training with electronic resources and will focus on developing students' skills in law research, critical analysis and legal writing which are essential to do assignments. All tutorial sessions are conducted by the instructor and all students' live participation in person or on Zoom, is necessary to succeed in the course. Students do need the online access to Brightspace, Carleton law Library, *LexisNexis Quicklaw*, *WestlawNext Canada*, Canadian legal Information Institute (*CanLII*), and *Federal Department of Justice (DOJ) websites*. Lecture and Tutorial sessions will be delivered as **one combined session** and thus, attendance in both sessions becomes necessary to successfully complete the course.

Laws 2908 is a foundational course in BA (legal studies) program designed to provide students with the opportunity to develop legal research, analytical and writing skills in the discipline of law and thus, the course will serve students well in completing other law courses.it is also meant to encourage students to stay engaged with the legal materials covered each week.

### **REQUIRED / RECOMMENDED TEXTS.**

The experiential learning nature of Laws 2908 course requires students to use many selected Text book Chapters, Legal Citation Guides, Research Papers, Court Decisions, Journal Articles, Law research websites publications/videos/demonstrations, etc. listed in the class schedule. Therefore, **a single text book is not prescribed** for this course and almost all of such required reading materials are accessible through Carleton University Library in hard or soft copy formats. All students are required to attend in person (live participation) for both the Guest lecture and Tutorial

session delivered by the legal studies librarian, MacOdrum Library on **FRIDAY September 16<sup>th</sup> 2022 (Second week session) at 1.05 pm** which would include interactive sessions for students to ask questions from the law librarian about methods to access to library materials online.

1. McGill Law Journal, *Canadian Guide to Uniform Legal Citation, 9<sup>th</sup> Edition* (Toronto, Ontario: Thomson Reuters, 2018) [**McGill Guide**]. This text explains the basic rules of legal citation as an essential reference text for legal research writing. The **McGill Guide** is widely used as the standard reference guide for academic legal writing in all law schools and legal studies faculties in Ontario and thus, it should be used for all academic work in the entire undergraduate and graduate legal studies programs.

McGill Guide is available in the MacOdrum library or any law library for reference and the important McGill Guide reference notes have been made available for students online by the MacOdrum library, accessible through the link below;

<https://library.carleton.ca/guides/help/uniform-legal-citation-style-mcgill-guide>

### **SUPPLEMENTARY TEXTS**

These supplementary Text books are available in the MacOdrum library or any law library

1. Arlene Blatt & JoAnn Kurtz, “*Legal Research: Step by Step*” (2020) Fifth edition, Emond publication -This book provides a basic introduction to legal research that is often used in law schools. – 2018 edition is **available on reserve** in MacOdrum Library.
2. Ruth Sullivan, “*Statutory Interpretation,*” (2016) Third Edition or latest edition available - a book on legislation written in easy-to-understand simple language. - **Available Online** on Omni, MacOdrum Library.
3. Ruth Sullivan, “*Sullivan and Driedger on the Construction of Statutes,*” (2002) Fourth edition (Toronto: Butterworths, 2002). – **Available** in MacOdrum Library.
4. Ted Tjaden, “*Legal Research and writing* “ (2016), Irwin Law publication - a book law research written in easy-to-understand simple language - **Available Online** on Omni, MacOdrum Library.
5. Wayne C Booth, et al. “*The Craft of Research*” (2016), Fourth edition Chicago: University of Chicago Press. The third edition of this book can be used. Book is a good general introductory guide to research and writing in the social sciences. - **Available Online** on Omni, MacOdrum Library.
6. Moira McCarney, et al “*The Comprehensive Guide to Legal Research, Writing & Analysis,*” (2019), Emond Montgomery Publication (Emond publishing) – A good hand book for easy reference, explaining law research with screen shots taken on the steps in electronic search.

### **EVALUATION.**

**Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor**

may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

All components must be successfully completed in order to get a passing grade.

Laws 2908 course is intensive, time consuming and demanding continuous ongoing weekly attention for classes, quizzes/work sheets and for assignments. Course work may be heavier, demanding more time than other courses. Thus, Student should carefully plan, allocate and manage time accordingly with considering time taken for work in other courses. Laws 2908 course is foundational in legal studies degree Program. It is designed develop research, analytical and writing skills that will serve you well in other law courses. It is also designed to encourage students to stay engaged with the material being covered each week. Notably, the evaluation of the course is weighted to reward those students who stay engaged, submit quizzes and assignments on time, and regularly attend with participation in all lecture cum tutorial sessions.

The course is geared to develop students' skills/competencies in doing legal research, legal analysis and legal writing. Thus, meticulously correct citations, accurate punctuations and effective writing style, is of utmost importance. Marks will be deducted for incorrect citations, inaccurate punctuations and ineffective writing. Citations in all assignments should be strictly in compliance with the **Canadian Guide to Uniform Legal Citations (McGill Guide) 9<sup>th</sup> edition**.

EVALUATION COMPONENT	VALUE	DUE DATE
Course is evaluated by <b>NINE Quizzes</b> (short questions and answers-27%) and by <b>TWO Assignments</b> (Critical Analysis of an article and decision-73%), to be posted in Brightspace. Students should upload the completed quizzes, work sheets or assignments in to Brightspace course page <b>BY 11.59 PM ON OR BEFORE THE DAY OF DEADLINE</b> . Time Zone is interpreted as Time in Ottawa (Eastern Standard Time). All quizzes are counted to final grade. <b>Quizzes and Assignments submitted late are not accepted and are subject to penalties. (3%)</b>		
<b>QUIZZES</b> - Nine weekly quizzes each worth of <b>3%</b> of final grade. – Answers to quizzes should be short, concise and brief, not exceeding the number of words, specified in the question. Quizzes will be posted in Brightspace to submit answers within a specific time period. (Within 48 hours from publication of Quiz on BP). <b>Penalty policy is 3.00% reduction of the mark obtained, per day on late submission of quizzes. e.g. A student submits an answer to a quiz two days late. Student obtains 2.0 mark for the quiz. Student's mark for the quiz will be reduced to 1.88%</b> <b><math>[2.00 - (2.00 \times 3\%) \times 2] = [2 - (0.06 \times 2) = 2 - 0.12 = 1.88]</math></b>	27 %	<b>By 11.59 PM MONDAY each week.</b> Late submission penalty is deduction of 3.00% marks per day
<b>ASSIGNMENT ONE – CRITICALLY ANALYSING A LEGAL ARTICLE.</b> – Reading, identifying Issues with laws applied to decide on issues and Critically Analyzing such issues, and laws applied in a published legal article provided. Students will identify Issues with relevant Rules (laws), discussed in the article. Then students will Analyze the identified each issue separately with relevant rules and make student's own Conclusion (IRAC) on each issue separately. Students should make their own ARGUMENTS, AGREEMENTS, DISAGREEMENTS, OPINIONS and COMMENTS supported by	33 %	<b>MONDAY 31<sup>ST</sup> OCTOBER 2022 BY 11.59 PM.</b>  <b>Late submission penalty is</b>

valid reasons or logic (Critical Analysis) on all the issues/laws discussed in the article. Further instructions on Critically Analyzing a legal article will be provided in tutorial sessions. Marking Rubric / Scheme for an Critical Analysis of an legal article exercise, is made to award marks separately for Issue, Rule, Analysis, Conclusion, and thus, preparing the exercise in the IRAC format becomes essential.		<b>deduction of 3% per day of marks obtained</b>
<b>ASSIGNMENT TWO – CRITICALLY ANALYSING A COURT DECISION and PREPARATION OF A BASIC CASE BRIEF.</b> - Reading, identifying legal Issues with laws applied to issues and Critically Analyzing a court decision provided. Students will identify legal Issues with relevant Rules (laws), discussed in the decision. Then students will Analyze the identified each legal issue separately with relevant rule and make student's own Conclusion (IRAC) on each issue separately. Students should make their own ARGUMENTS, AGREEMENTS, DISAGREEMENTS, OPINIONS and COMMENTS but with valid reasons or logic (Critical Analysis) on all the issues/laws discussed in the decision. Further instructions on Critically Analyzing a court decision will be provided in tutorial sessions. Marking Rubric / Scheme for an Critical Analysis of a decision exercise, is made to award marks separately for Issue, Rule, Analysis, Conclusion, and thus, preparing the exercise in the IRAC format becomes essential.	40 %	<b>MONDAY 21<sup>ST</sup> NOVEMBER 11.59 PM.</b>  <b>Late submission penalty is deduction of 3 % per day of marks obtained.</b>
<b>TOTAL</b>	<b>100 %</b>	
Students are thoroughly advised to retain copies of all final answers to quizzes, completed worksheets and assignments submitted for evaluation. Students must complete and submit for evaluation before the deadline, all the components of evaluation (Quizzes, worksheets and assignments) in order to receive a passing mark in the course.		

### **PENALTIES FOR LATE SUBMISSION OF QUIZZES AND ASSIGNMENTS.**

**Students must submit Quizzes, and Assignments on time and late submissions are not generally accepted in this course. A Penalty will be imposed on late submission of quizzes and assignments as follows;**

**Penalty for late submission of quizzes will be deduction of 3% marks per day, from the total marks obtained for the relevant quiz.**

**Penalty for late submission of assignments will be deduction of 3% marks per day, from the total marks obtained for the relevant assignment.**

*e.g.* A student submits an assignment 2 days late. Student obtains 25 % for the assignment. Student's marks will be reduced to 23.50 % [  $25 - (25 \times 3\%) \times 2 = 25 - 1.50 = 23.50$  ].

**A quiz or an assignment submitted after the deadline but submitted late by less than a day (less than 24 hours), it is deemed to have submitted late by a day. (24 hours)**

**Students are strongly advised to submit quizzes and assignments on time, since even a small reduction of the total mark, may make an impact on the final grade for the course.**

## **REQUESTS FOR EXTENSIONS TO SUBMIT QUIZZES AND ASSIGNMENTS.**

The deadlines for submitting academic work are grounded on two policies. *i.e.* Bringing Fairness to all students and making all students to stay on study track throughout the term. But, unavoidable emergencies, tragedies or health conditions could arise in life, which needs to be considered on a case by case basis for allowing some flexibility to time limitations for academic work. Students can request an extension in writing as stated below for a valid reason such as serious illness, Covid related issues or illness, family or personal emergencies. Students requesting extensions **MUST** contact the course instructor **PRIOR TO** the assignment deadline.

**Nevertheless, students are strongly urged to submit quizzes and assignments on time by the deadline without applying for extensions, (also avoiding penalties) due to the administrative issues caused in grading/marking academic work submitted late in a large class setting.**

Granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor **prior to the assignment due date. Requests for extensions made without self-declaration form will not be considered, reviewed or responded. Students may be required to provide solid documentary proof for the reason requesting an extension with the self-declaration.**

<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

**Late assignments and quizzes submitted without obtaining prior approval for extensions will not be accepted. Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days.) Students requesting extensions for more than 14 days need to contact the faculty administration office to explore other options available.

Ability to plan in balancing time for studies with other commitments in life is expected of all students. For instance, computer crashes, extra-curricular activities, technical issues in IT, losing IT equipment, competing workloads, or deadlines in other courses, clashes in work schedules, conflicts with family matters schedules or travelling out of town etc. are not accepted as grounds for requesting extensions to deadlines. Students are advised to save and to keep on backing up their partly finished academic work continuously as they go along since extensions are **NOT** granted for any kind of IT or computer problems. Extensions requested on Medical grounds usually require a Medical note, which is not applicable to students registered in Paul Menton Centre (PMC).

## **REQUESTS TO INSTRUCTOR TO REVIEW MARKS / GRADES.**

The marks/grades for quizzes and assignments will be posted in Grade Book Brightspace, soon after the marking/grading processes are fully concluded. Please wait until grades/marks are posted in Grade Book, and do not send Emails to instructor or to Engagement TA, asking about the time lines of posing grades/marks.

Assignments and quizzes, submitted for grading are final after the deadline, and requests for second attempts or to redo the assignments and quizzes are not allowed.

Students can request the instructor to review their marks obtained in the specific portions in assignments or quizzes, within 5 days since the marks are released on the Grade Book. All requests for review must **SPECIFICALLY** pinpoint to the portion of the mark break down in the marking rubric with valid reasons to dispute the original marks/grades awarded.

Requests to review the whole graded assignment in GENERAL, without pinpointing to the relevant portion without and reasoning, are NOT accepted. Accordingly, an acceptable request for review of marks MUST comply with the following requirements;

1. Request must be made in writing within 5 **calendar days** of releasing grades/marks,
2. Student MUST specify /pinpoint the each evaluated part relevant with portion of marks obtained as referred to in the marking rubric/break down provided,
3. Students MUST clearly state his/her reasons to dispute the marker's decision.
4. Written requests MUST contain the student's name, ID No., and **Section** (Laws 2908 A or B).

**Students should note that a Request to review a mark/ grade could result in either, (1) NO CHANGE in the existing mark/grade, (2) an INCREASE in the existing mark/ grade or (3) a DECREASE in the existing mark/grade.**

### **COMMUNICATIONS WITH INSTRUCTOR.**

Effective communication between the instructor and students is a key contributor in the learning process, and attempts will be made to keep the communication lines widely opened as far as possible. Students are required to thoroughly read, study and understand the course outline, course materials posted in Bright space, assigned external reading materials/videos/recorded lectures and assignment questions/quiz questions, and communicate directly with the instructor to get any issues clarified/explained.

Students are not generally allowed to communicate with Teaching Assistants (TAs) in this course except with the **Engagement Teaching Assistant (ETA)** whose role is to directly help students with some non-academic administrative, technical, IT, Brightspace issues to a limited extent. ETA's Email address will be posted on the first Page in Brightspace.

Students are encouraged to raise questions, with the instructor in class, at a meeting, over the phone or by email, but students are reminded to confine the questions to the subject-matter of the course. *i.e.* Instructor is not able to help students with information technology or Brightspace or administrative issues where students need to contact IT help or Brightspace administration, Engagement TA or Faculty administration. **However, students are very welcome to contact the instructor at any time over the phone for proper direction/referral in any issue/problem encountered, that the student is unaware of the resource to seek assistance from, whether the issue/problem is academic or not. e.g. mental or physical health issues, personal crisis/emergency. etc.** Students are strongly advised to be familiar with the information in the publication "**Resources for students**" a comprehensive list of services, published by Carleton University, posted in the General resources Module/Widget in course page, Brightspace.

Students are requested to seek explanations/clarifications to academic queries either **in class, or by an appointment**, rather than through Email since providing comprehensive explanations by Email in a timely fashion is not possible in a large class, like Laws 2908. However, any individual questions sent by Email that seem to be an important question common to all, will be addressed in the following class (*Frequently asked questions*) to the benefit of all students.

**All communication to the instructor or to the Engagement (administrative) Teaching Assistant MUST clearly contain the Student's section/group (Laws 2908 A, /B, /C, /D), Name with ID No. and communications sent without section/group (A, /B, /C, /D) will not be responded.**



## CLASS SCHEDULE

WEEK / DATE	LECTURES - ON FRIDAYS from 01.05 pm to 02.25 pm. Required Preparations.	TUTORIAL SESSIONS ON FRIDAYS from 02.35 to 03.55 pm Required Preparations.	ACADEMIC WORK DUE DATES
<p><b>Students are strongly advised to visit weekly the modules in Brightspace in order to prepare for the classes since the weekly modules are continuously updated with useful additional reference materials.</b></p>			
<p><b>WEEK 1. 9<sup>TH</sup> SEPT. FRIDAY Starting at 01.00 pm</b></p>	<p><b>INTRODUCTORY LECTURE ON COURSE OBJECTIVES, OUTLINE, QUIZZES AND ASSIGNMENTS.</b> <b>Read:</b> Course Outline - Laws 2908 Fall 2022 to raise queries. <b>Read :</b> Academic Integrity Policy, Carleton University, with special attention to Plagiarism. <b>Read:</b> Vincent Kazmierski, “How Much Law in Legal Studies? Approaches to Teaching “Legal” Research and Doctrinal Analysis in a Legal Studies Program” (2014). (BP)</p>	<p>Importance of developing skills in critical thinking and critical analysis for Laws 2908 course. Explanations, Questions &amp; Answer discussion session about Laws 2908 course, “Methodological approaches in Legal Studies I”, Avoiding Plagiarism, use of McGill Guide Discussion on Prof. Vincent Kazmierski’s aforesaid published article for reading. Brightspace (BP) Difference in legal studies approach <b>Review:</b> Materials Published on Bright Space Pages (BP) - Course Resources and Week 1 Modules.</p>	<p><b>QUIZZ 1</b></p>
<p><b>WEEK 2. 16<sup>TH</sup> SEPT. FRIDAY</b></p>	<p><b>“EFFECTIVE LAW RESEARCH IN LAW LIBRARIAN’S LENS.”</b> - A Guest Lecture by Ms. Julie Lavigne, Legal Studies Librarian, MacOdrum Library. Students are required to attend this lecture and tutorial delivered in class to get directions on accessing library materials online. <b>Note:</b> Extensions to assignments deadlines are not granted to students for not being able to access reading, reference, research materials online. <b>Navigate:</b> MacOdrum Library Website at <a href="https://library.carleton.ca/">https://library.carleton.ca/</a></p>	<p>Ms. Lavigne will demonstrate with exercises the online access to legal materials in MacOdrum Library and using online search engines. Students should attempt to access library materials on their own before the session in order to identify questions to be posed to the librarian during the session. <b>Search:</b> Before the class, students should search on their own online, in Omni, MacOdrum Library, for supplementary Text books and reading materials, listed in the course outline, and pose questions to the Librarian in difficulties in accessing/searching materials. Class is held a workshop format</p>	<p><b>QUIZZ 2</b></p>
<p><b>WEEK 3. 23<sup>RD</sup> SEPT. FRIDAY</b></p>	<p><b>USING SOURCES OF LAW FOR LAW RESEARCH.</b> <b>View video:</b> Loreen Peritz- Beginning Legal Research (BP) and materials published in BP.</p>	<p>Introducing Researching Primary Secondary Sources of law Methods for effective law Research; Electronic (online) and Traditional Library Research, Its Importance</p>	<p><b>QUIZZ 3</b></p>

	<p><b>Read:</b> T. Brettel Dawson “Legal Research in a Social Science Setting : The Problem of Method“ (1992) 14 Dalhousie Law Journal 445.</p> <p><b>Read:</b> Richard F Devlin, “Mapping Legal Theory” (1994) 32 Alta L Rev 602.</p>	<p>Law Research using Search engines Electronic Research v. Library Research -Pros and Cons. Introduction to Critical thinking for analyzing critically Articles, Decisions, Polices, legislation etc. Applying critical thinking and analysis in course assignments.</p>	
<p><b>WEEK 4.</b> <b>30<sup>TH</sup> SEPT.</b> <b>FRIDAY</b></p>	<p><b>ANALYZING PRIMARY SOURCES OF LAW.</b> <b>Bills, Legislative Process and Legislation:</b> <b>Read:</b> McGill Guide Chapter - Citing Legislation. <b>View :</b> How New Laws and Regulations are created.” (BP) <a href="https://www.justice.gc.ca/eng/law-s-lois/index.html">https://www.justice.gc.ca/eng/law-s-lois/index.html</a> <b>Download and Read :</b> Practical Guidance-Quick Reference Guide at <a href="https://www.lexisnexis.ca/en-ca/academic/teaching-materials.page">https://www.lexisnexis.ca/en-ca/academic/teaching-materials.page</a> - (BP) - Inductive deductive, and critical thinking</p>	<p><b>Law research with Quicklaw:</b> <b>Navigate:</b> LexisNexis website at <a href="https://www.lexisnexis.ca/en-ca/home.page">https://www.lexisnexis.ca/en-ca/home.page</a> <b>Watch</b> 3 videos on “1. Signing in and Finding Case law, 2. Finding Legislation and 3. Searching Secondary Sources, on Lexis Advance Quicklaw” Exercises in finding primary and secondary sources of law through LexisNexis (aka “Quicklaw,”) <a href="https://www.lexisnexis.ca/en-ca/academic/teaching-materials.page">https://www.lexisnexis.ca/en-ca/academic/teaching-materials.page</a> - Law Research tools / services in LexisNexis</p>	<p><b>QUIZZ 4</b></p>
<p><b>WEEK 5.</b> <b>7<sup>TH</sup> OCT.</b> <b>FRIDAY</b></p>	<p><b>INTERPRETATION OF LEGISLATION.</b> <b>Legislative intent, Statute drafting, Drafters’ role.</b> <b>Read:</b> John Middleton, “Statutory Interpretation - Mostly Common Sense?” (2016) - (BP) Sandra Markman, “Training of legislative Counsel: Learning to draft without Nellie” (2010) 36(1) Commonwealth L Bull 25. (BP)</p>	<p>Analyzing legislation; Parts of a legislation: Legislative Amendments: Tracing legislative intent: Paramountcy: Regulations: Legislative Supremacy. <b>Read:</b> Ruth Sullivan, Statutory Interpretation, 2<sup>nd</sup> Ed, (Irwin law 2007) pages. 5-13, 40-48. Introducing IRAC model for critical analysis of legal articles, court decisions and legislation.</p>	<p><b>QUIZZ 5</b></p>
<p><b>WEEK 6.</b> <b>14<sup>TH</sup> OCT.</b> <b>FRIDAY</b></p>	<p><b>ANATOMY OF A CASE.</b> <b>Courts, Judgements, Judges, Applying critical thinking to critically analyze a proposition.</b> <b>Read:</b> Martin Davis, “Reading Cases” (1987) 50(4) Mod L Rev 409. (BP), Judicial/Legal systems <i>Bell v. St. Thomas University</i>, (1992) 130 N.B.R.(2d) 31 (TD).</p>	<p><b>Read :</b> <i>Carter v. Canada</i> (AG),2015 SCC 5.(BP) Updating and Noting up cases <i>stare decisis</i>, <i>Ratio Decidendi</i> and <i>Obiter Dictum</i>, Common law, Civil law and Hybrid traditions. Critical analysis of article using IRAC format - Q &amp; A discussion about assignment one.</p>	<p><b>QUIZZ 6</b></p>
<p><b>WEEK 7.</b></p>	<p><b>READING CASES. JUDICIAL</b></p>	<p><b>Read:</b> McGill Guide, Section 3 on</p>	

<b>21<sup>ST</sup> OCT. FRIDAY</b>	<b>PRECEDENTS, CITATIONS.</b> <b>Read:</b> Debra Parkes, “Precedent unbound? Contemporary Approaches to Precedent in Canada” (2007) 32 Man LI 135. (BP), <i>res judicata doctrine</i> <b>View Video :</b> Anne Coughlin "How to Read a Case" (BP)	Case Citations <b>Read cases:</b> <i>Banyasz v. K-Mart Canada Ltd.</i> 57 O.R. (2d) 445 [1986] O.J. No. 1244. <i>Febles v, Canada (Immigration Minister)</i> 2014 SCC 68. Binding effect and Persuasive values in decisions; Jurisdiction	
<b>WEEK 8. 28<sup>TH</sup> OCT. FRIDAY</b>	<b>NO CLASS</b> <b>October 24 - 28 – FALL BREAK WEEK</b> <b>Make good use of FALL break to work on Assignments I and II.</b>		
<b>!!!! FIRST ASSIGNMENT (33%) IS DUE ON MONDAY 31<sup>ST</sup> October 2022. !!!!</b>			
<b>WEEK 9. 4<sup>TH</sup> NOV. FRIDAY</b>	<b>CASE LAW RESEARCH, ANALYSIS, CASE BRIEFS AND APPLICATION.</b> <b>Reasoning for critical analysis.</b> <b>Read:</b> Reading and briefing cases in law school: Guidelines and helpful tips: Nicole Raymond Chong, Dickinson School of Law. Pages 1-32 (BP). <b>Watch Video :</b> Anne Coughlin “ Case Analysis & Briefing,"(BP)	<b>Law Research with Westlaw Next Canada</b> <b>Navigate :</b> WestlawNext Canada web site to find resources at <a href="https://www.westlawnexcanada.com/">https://www.westlawnexcanada.com/</a> <b>Visit:</b> Customer Learning Centre <b>Watch:</b> 10 short training videos posted in Customer Learning Center WestlawNext Canada at <a href="https://store1.thomsonreuters.ca/learning/westlawnexcanada/">https://store1.thomsonreuters.ca/learning/westlawnexcanada/</a>	<b>QUIZZ 7</b>
<b>WEEK 10. 11<sup>TH</sup> NOV. FRIDAY</b>	<b>LEGISLATIVE POLICY RESEARCH.</b> <b>Government documents</b> <b>Legislative Polices, Locating unpublished Government documents, Grey Literature and Hansards.</b> <b>Read :</b> McGill Guide - Chapter 4 - Government documents <b>Read :</b> Sullivan, Ruth, Statutory Interpretation in a New Nutshell, 2003 CanLII Docs 108 Part II Analysis (BP)	<b>Read:</b> Speeches by Minister of Citizenship, Immigration and Multiculturalism (Jason Kenney) and by Opposition MP Don Davis. Reported at HANSARD, Vol 146, No 090 at pages 5872 - 5874 <b>Read:</b> Sarah Bonato, Searching the Grey Literature - A hand Book for Searching Reports and Other unpublished Research (Lanham Maryland : Rowman and Littlefield Publishers, 2018, Chapter 1 pages.1-25 (BP)	<b>QUIZZ 8</b>
<b>WEEK 11. 18<sup>TH</sup> NOV. FRIDAY</b>	<b>LEGISLATION - CONSTRUCTION INTERPRETATION, and ANALYSIS.</b> <b>Read:</b> Ruth Sullivan, Sullivan and Driedger on the Construction of Statutes, 4th ed (Toronto: Butterworths, 2002) Pages 613-	<b>Read:</b> Ruth Sullivan, <i>Statutory Interpretation, 2nd ed.</i> (Irwin Law, 2007) at 5-13, 40-48. Law Research through CanLII <b>Navigate:</b> CanLII (Canadian Legal Information Institute) Website at <a href="https://www.canlii.org/en/">https://www.canlii.org/en/</a> <b>Navigate:</b> Internal/external contents	<b>QUIZZ 9</b>

	624. (MacOdrum Library) <b>Watch</b> (BP) : Andrew Burrows “Statutory Interpretation” Hamlyn Lecture 2017 Oxford University.	/Resources available in CanLII at <a href="https://www.canlii.org/en/commentary/">https://www.canlii.org/en/commentary/</a> - differences in Search Engines / Tools for Law Research	
<b>!!!! SECOND ASSIGNMENT (40%) IS DUE ON MONDAY DAY 21<sup>ST</sup> NOVEMBER 2022 !!!!</b>			
<b>WEEK 12. 25<sup>TH</sup> NOV. FRIDAY</b>	<b>ANALYZING SECONDARY SOURCES OF LAW.</b> Importance of secondary sources <b>Read:</b> Juliet Guichon et al., “Autonomy and Beneficence in Assisted Dying in Canada: The Eligibility of Mature Minors” (2017) 54:3 Alta L Rev 775. <b>Read:</b> Andrew S Denney, and Richard Tewksbury, "How to Write a Literature Review" (2013) 24:2 J Crim J Educ 218. (BP)	Writing, Editing, Citing, and legal Research Hygiene and Accuracy. Revisiting Critically Analyzing an legal article and a court decision. <b>Read:</b> Pamela Samuelson, “Good Legal Writing: Of Orwell and Window Panes” (1984) 46 U Pitt L Rev. 149. Crafting a Research Question. Breaking down Research Project <b>Read:</b> Hendry et al., “Why do we want the right to die?” (2012) 27:1 Palliative Medicine 13.	
<b>WEEK 13. 2<sup>ND</sup> DECE. FRIDAY</b>	<b>COURSE REVIEW (Laws 2908) INTRODUCTION TO SOURCES, APPLICATION and RESEARCH, IN INTERNATIONAL LAW.</b> Finding Rules, laws and practices in Global governance. Laws governing international Business, Trade and Investment. <b>Navigate:</b> United Nations Organization (UNO), World Trade Organization (WTO) websites.	Revisiting to the topics covered in Methodological Approaches in Legal studies course (2908) and its relevance, importance and usage. Introducing International law, and sources, Legal Research Paper writing, making a Research Plan. Tips for legal writing <b>Conclusion:</b> Overview, Questions, and Remarks on Laws 2908.	
<b>9<sup>TH</sup> DECE.</b>	<b>FALL TERM ENDS</b>		

## University and Departmental Policies

### DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department’s expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

### PLAGIARISM

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing

portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

## **ACADEMIC ACCOMMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

### **Pregnancy Obligation**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

### **Religious Obligation**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

### **Academic Accommodations for Students with Disabilities**

[The Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled

exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

### **COVID Update**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).