

## GUIDED RESEARCH APPROVAL FORM

Please review the Standards for Guided Research shown below and on the back of this form.

### PLEASE PRINT

STUDENT NAME \_\_\_\_\_ TU Id \_\_\_\_\_ Email \_\_\_\_\_  
Last Name First Name

SUPERVISING FACULTY MEMBER \_\_\_\_\_  
Last Name First Name

SEMESTER: FALL 20\_\_\_\_ SPRING 20\_\_\_\_ SUMMER 20\_\_\_\_

TOPIC \_\_\_\_\_

CREDIT HOURS REQUESTED \_\_\_\_\_

GRADE OPTION (Check one): PASS/FAIL (S/U) LETTER GRADE

FORMAT OPTION (Check one): SERIAL PAPERS or RESEARCH PAPER

Is this Guided Research intended to fulfill an Upper-Level Graduation Requirement?

SERIAL RESEARCH BIAS NONE

**For Bias courses, signature of Associate Dean for Academic Affairs:**

\_\_\_\_\_  
Date \_\_\_\_\_

**Signature of Faculty Member:**

\_\_\_\_\_  
Date \_\_\_\_\_

### SUBMIT TO THE LAW SCHOOL OFFICE OF ACADEMIC RECORDS (BARRACK HALL, SUITE 103)

NOTE: STUDENTS WHO HAVE NOT OBTAINED WRITTEN APPROVAL FROM A FACULTY SUPERVISOR MAY NOT REGISTER FOR A GUIDED RESEARCH. STUDENTS WHO REGISTER FOR A GUIDED RESEARCH AND THEN WANT TO DROP IT MUST NOTIFY THE LAW SCHOOL OFFICE OF ACADEMIC RECORDS DURING THE ADD/DROP PERIOD AT THE BEGINNING OF THE RELEVANT SEMESTER.

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#### OFFICE OF ACADEMIC RECORDS USE ONLY:

COURSE REFERENCE NUMBER \_\_\_\_\_ DATE PROCESSED \_\_\_\_\_

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### SERIAL AND RESEARCH PAPER STANDARDS FOR THE UPPER LEVEL WRITING REQUIREMENT

**Effective for students entering Fall 2015 or after:**

The purpose of the Serial Paper is to improve student writing by giving students feedback on a series of shorter writing assignments completed throughout the semester. This includes formative feedback that allows the student to assimilate and operationalize the supervising faculty member's comments, by rewriting and resubmitting a particular writing assignment, and/or by completing subsequent writing assignments similar in form. An endeavor that satisfies the Serial Paper Component shall require the student to write a minimum of four (4) separate writing assignments and to have received detailed, written comments and other formative feedback from the supervising faculty member on each of those assignments. The assignments can consist of memoranda, white papers, legal documents or portions thereof, client letters, reflection essays, book reviews, Congressional or similar testimony, opinion essays (op eds), and any legal writing. The length of each assignment and the degree of independent research to be conducted by the student will be determined by the supervising faculty member, but the writing must be substantial, generally comprising at least 8,000 words.

The purpose of the Research Paper Component is to improve a student's writing, research, organizational and analytical skills by giving students an opportunity to conduct substantial and in-depth independent research into a specific topic or area of the law and to analyze, organize and synthesize the results and implications of that work. An endeavor that satisfies the Research Paper Component shall require a student to conduct substantial research beyond the reading of material assigned for regular class discussion and to write a comprehensive, analytical piece of substantial length, generally comprising at least 8,000 words. This endeavor shall include formative feedback from the supervising faculty member, either by detailed, written comments on successive foundational assignments (e.g. thesis statement, research report, outline) or on a full draft that the student can revise and resubmit.

## **MANDATORY STANDARDS FOR GUIDED RESEARCH AND PRACTICUMS**

1. In order to register for a Guided Research or a Practicum, a student must have a full time faculty member agree to supervise him or her in a project. The student must also submit a completed Approval form to the Law School Office of Academic Records before the end of the Add/Drop period.
2. Practicums must be for 2 or 3 credits. Guided Research intended to fulfill the upper level writing requirement must be for 2 or 3 credits.
3. A student may not receive compensation for any work for which credit is received.
4. In any one semester, students may not engage in more than one Guided Research or in more than one Practicum.
5. A student shall receive no more than a total of 12 units of course credit for any combination of Guided Research and Practicums during his or her Law School enrollment. No student may register more than twice for any combination of Guided Research or Practicums with the same professor.
6. The supervising faculty member shall have the option of assigning a letter grade or an S/U grade in the Guided Research or the Practicum, however a Guided Research or Practicum intended to fulfill the Upper Level Writing Requirement should be assigned a letter grade.
7. The supervising faculty member should sign the Approval form no later than the end of the Add/Drop period after establishing the topic, grading basis, the credit allocation, and whether the Guided Research or Practicum is intended to fulfill the Upper Level Writing Requirement. In the case of Guided Research, the supervising faculty member must also indicate whether it will follow the Serial Paper or the Research Paper format.
8. The supervising faculty member may require submission of drafts or other written work at intervals prior to the final date for completion of requirements.
9. All work required for the Guided Research or Practicum must be completed and submitted to the supervising faculty member no later than the last day of the examination period of the semester in which the student is registered for the Guided Research or Practicum; however, the supervising faculty member has the option of establishing an earlier date for completion of requirements.
10. Where appropriate, failure to meet the standards may result in an F, FA, or Cancellation of Matriculation, in accordance with applicable Faculty Regulations.

## **STANDARDS FOR THE BIAS IN THE LAW REQUIREMENT**

Bias in the Law courses are designed to help students understand the ways in which law plays a significant role in both constructing and enabling bias and oppression and the myriad ways in which the above areas intersect. These courses should highlight and address how the law attempts to remedy bias and oppression and how as members of the legal professions students might develop, implement, or reimagine effective solutions.

Student learning outcomes in Bias in the Law courses include:

- Understanding the ways in which the development of U.S. law has both reflected and shaped social hierarchy;
- Identifying the various forms bias has taken, particularly in the law, in different places and times;
- Unpacking the relationships among diversity, justice, power, and the law;
- Recognizing the ways in which various group identifications, such as race, sex, sexual orientation, gender identity and expression, ethnicity, religion, class, disability, and age intersect with each other;
- Learning through discussions with diverse classmates in relation to personal, lived experiences how the law, and more specifically specific legal regimes, have either promoted bias or attempted to address and ameliorate bias;
- Recognizing the limitations of current remedies and reimagining different legal policies and practices to address bias and oppression;
- Understanding what it means for individuals and institutions to exist in a multi-racial, multi-cultural world; and
- Contributing to the development of a professional identity that incorporates concepts of anti-bias in lawyering.

Bias in the Law courses may also equip students with the tools necessary to think critically about these issues within international legal frameworks.