

Course Overview, Goals, and Syllabus

Introduction

Welcome to Northeastern University School of Law and to Legal Skills in Social Context (LSSC). This course has two primary goals. The first is to teach you the practical skills that will help you succeed in law school and as a lawyer - legal analysis, writing, research, oral presentation, advocacy, ethics, and professionalism. To achieve that goal, the first semester is devoted to learning principles of objective legal writing and research methods. You will hone your writing and research skills through several assignments that I will critique and return to you and through individual conferences with me and with your TA. The second semester will primarily involve learning the art of written and oral advocacy, as well as other modes of legal writing.

The second course goal is to introduce you to social justice lawyering and to have you put the skills you are learning to practical use in service of a public interest organization. Working closely with your peers on a project for your partner organization, you will learn about the organization's mission, gain a deeper understanding of the organization's service population and its needs, and examine both the historical impact that law has had on vulnerable and marginalized groups and how lawyers can play a role in the pursuit of justice for those communities. You will also research and draft a substantial written work-product of publishable quality for your partner organization's use. In doing so, you will also become adept at utilizing various methods of communication, including oral and visual methods.

Please be aware that this class will require you to confront difficult and complex issues of societal inequities, values, and power. Accordingly, you must be prepared to engage in open, honest, and respectful conversations of these topics with your classmates, and to recognize that times of discomfort are a necessary and productive part of such conversations.

The curriculum for this class is both practical and demanding. The assignments are designed to put you into the role of a lawyer; they require you to perform tasks that lawyers typically perform. In carrying out these tasks, you will necessarily confront some of the challenges and obligations lawyers face in daily practice, such as balancing workloads, meeting deadlines, adhering to format rules, and submitting complete and accurate work. In facing these challenges, you will be expected to demonstrate the high level of professionalism essential to good lawyering.

Office hours

You should feel free to come see me to discuss any questions or problems you might have, including those unrelated to the course. My office hours are Thursdays from 2:30-4:00, and by appointment.

Lawyering Fellows and Teaching Assistants

- LO 1 - Fall: Lindsay Greyerbiehl - Project Fellow (greyerbiehl.l@husky.neu.edu)
Keyry Alvarez-Carcamo - Skills Teaching Assistant
(alvarez-carcamo.k@husky.neu.edu)
- LO 2 – Fall: Rory Brown - Project Fellow (brown.ro@husky.neu.edu)
Annie Cho - Skills Teaching Assistant (cho.jiyea@husky.neu.edu)

Textbook

Coughlin, Christine, *et al.*, *A Lawyer Writes: A Practical Guide to Legal Analysis* (3d ed. 2018)

Because there is a generally accepted citation system for lawyers, you must purchase the Bluebook manual. You may purchase it either in hard copy or you may purchase the online version.

The Bluebook: A Uniform System of Citation (Columbia Law Review Ass'n., *et al.*, 20th ed. 2015)

Bluebook, Online Subscription, www.legalbluebook.com

(n.b. – A free alternative to the Bluebook is also available:
<https://law.resource.org/pub/us/code/blue/IndigoBook.html>)

Recommended legal writing and research textbooks:

Wydick, Richard, *et al.*, *Plain English for Lawyers* (6th ed. 2019)

Sloan, Amy, *Basic Legal Research: Tools and Strategies* (5th ed. 2012)

Because good writing and analysis can only be learned through continuous practice, I have deliberately kept the reading assignments short. Consequently, you are expected to have read each assignment before coming to class.

Summary of Assignments

There are three major writing assignments in the fall semester and four in the spring, as well as several smaller assignments and in-class exercises. In the fall, you will write two office memoranda, both of which require revision. You will also draft a research memo for your partner organization. In the spring, you will write a client letter, a demand letter, and a pretrial brief. The brief will also require revision. In addition, you will create, as a group, a report of your research findings and recommendations for your project.

Please note: All written assignments must be submitted by 9:00 a.m. on the day they are due (unless otherwise specified). Late submissions and incomplete assignments will not be accepted, except in cases of extreme emergency.

Professionalism

Part of your legal education includes learning how to behave professionally. Accordingly, your evaluation in LSSC will be based, in part, on the level of professionalism you exhibit with respect to your work and during class.

Attendance

Class attendance is mandatory. If you are unable to attend class, you must notify me before class begins. In accordance with ABA rules, repeated absences from class may result in your failing the course.

Attendance in class is also critical for your success in this course. If you miss a class, it is your responsibility to get notes from a classmate and to obtain copies of any handouts or assignments given in class. Further, you will be required to meet all deadlines for the course regardless of missed classes, unless we have made other arrangements before the due date.

Class Preparation and Work Product

You are expected to be prepared for class and ready to participate in all class discussions and exercises. Please be aware that your class participation will comprise part of your evaluation.

All work-product must be of professional quality. Any work that I consider to be of less than professional quality (e.g., work that contains myriad typographical, spelling, or grammatical errors) will be returned for revision. As noted above, late or incomplete assignments will not be accepted, except in extreme circumstances. Habitual lateness with respect to assignment submission will negatively impact your evaluation.

n.b. – The use of cell phones or other similar electronic devices is absolutely prohibited during class. If you must make or receive a call or text, please excuse yourself from the classroom.

Various studies have shown that there is greater retention of material if notes are taken longhand, rather than on a computer.¹ Accordingly, we will be using laptops in class only for research and group projects (please let me or your LF know if you need pads or pens). When using your laptop, please refrain from exploring the Internet while in class; it is extremely disruptive and distracting to me and to your classmates.

Plagiarism

All written work must reflect your own original thinking and writing. While you are encouraged to collaborate with your classmates and to discuss your assignments, when you sit down to write, you must do so independently. You may not ask others for assistance in drafting, editing, revising or proofreading your work, unless you have first received permission from me. This includes your LF, TA, and the Academic Success Program.

¹ (See, e.g., <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>).

Your legal research for your assignments must also be your own original work. While you may discuss the results of your research with your classmates, you must complete the research independently. As with your written work, you may not receive research assistance from others, except for the research librarians at the law school and your LF/TA.

Confidentiality

Attorneys have an obligation to keep information related to the representation of a client confidential. While you are not yet attorneys, you should nonetheless uphold these professional norms in your work on behalf of your partner organization in LSSC. Thus, except as agreed upon with the organization or as required for your final presentation, you may discuss details of your work on the project only with the other members of your law office, your Professor, Lawyering Fellows, the law librarian assigned to your project, and other persons whom your law office may contact for assistance or information.

You are otherwise free to share the general topic of your project, general information you have learned in the course of your work, and ideas about the structure of the course. An example of what is not okay to share broadly could be “The legal director from our organizational partner said she’s really worried that the regulation her organization wants to pass could be vulnerable to First Amendment challenge.” An example of what is okay to share broadly would be “I’m doing some interesting constitutional research in LSSC.”

Course Goals

My chief pedagogical goal is to help you develop the competencies and skills that will prepare you to excel as a lawyer. To that end, upon completion of the course, I will assess your achievement of the Learning Outcomes listed below, in part by reference to the particular competences and skills described under each Learning Outcome. Your performance with regard to the Learning Outcomes will be reflected on page two of your course evaluation. The Learning Outcomes for this course are selected from a list of eight determined by the faculty to be desirable for every student to master before completion of his or her legal study. A full list of NUSL’s approved Learning Outcomes can be found on the NUSL website.

Know and Understand the Law: What Lawyers Comprehend

- Understand the U.S. legal system
- Comprehend different sources of law and their hierarchy of authority

Analyze, Reason and Solve Problems: How Lawyers Think

- Apply and analyze relevant law to factual scenarios and then predict or advocate for a likely outcome
- Read, digest, analyze, and interpret legal texts
- Interpret and apply one or more complex statutes and regulations
- Identify and utilize different forms of legal discourse/arguments
- Identify, synthesize, and explain relevant law
- Justify conclusions with support

- Generate ideas for further strategies and unforeseen issues that arise during analysis in light of client goals

**Apply the Means and Modes of Effective Communication:
How Lawyers Communicate**

- Write in various modes, including (a) objective; (b) persuasive; and (c) advisory
- Communicate orally, including (a) participating in class discussion; (b) participating in a role-play exercise or simulation; (c) presenting academic or policy-based research; and (d) explaining legal concepts and practical applications to clients and others
- Write and/or communicate orally in a way that demonstrates the ability to critically review, analyze, and edit one's own and others' work
- Identify and use appropriate contents, methods and tones for communication based on the audience, context, and purpose
- Communicate ethically and within the norms of the legal field
- Use non-textual forms of communication (i.e., diagrams, plans, spreadsheets, slides, video, social media, and images)

**Demonstrate Awareness of and Recognize the Roles and
Ethical, Professional and Business Norms of Law:
What Lawyers Do**

- Understand a lawyer's role as "a representative of clients, an officer of the legal system, and a public citizen having special responsibility for the quality of justice" (Model Rules of Professional Conduct Preamble)
- Understand concepts of both client-centered and cause-driven lawyering, including the complexities of representing organizations and individuals
- Recognize social differences, and resist biases based upon race, sex, religion, national origin, disability, age, sexual orientation, gender identity, or socioeconomic status
- Apply professional norms and standards, including client record-keeping and etiquette for electronic communications, preparation, and timeliness
- Adhere to professional standards regarding timely and complete submission of work

**Demonstrate Team Lawyering Skills, Manage Conflict, and Forge Relationships:
How Lawyers Work Together**

- Explain the ways that individual differences affect team process and function
- Develop self-awareness skills to further team function
- Identify team goals and tasks in a group setting
- Identify personal and professional strengths as well as challenges
- Contribute to group discussions, strategic planning, and decision-making
- Manage coordination and sharing of work on a team project
- Provide effective and supportive feedback on peers' work product

- Participate in the diagnosis and management of challenges and conflicts encountered in team work, and in maintaining team cohesion and morale

**Understand Law in its Social Context:
How Lawyers Situate Their Work**

- Describe or otherwise demonstrate understanding of the ways in which the law can work as an instrument of social change as well as the ways in which law can impede social change
- Describe or otherwise demonstrate understanding of the broader societal context of a client's situation as well as aspects of the legal system that affect client goals
- Explain or otherwise demonstrate understanding of the ways that law both reflects and influences culture
- Explain relationships between applications of law and underlying social dynamics
- Critically analyze rules of law and the foundations of law through societal values
- Describe or otherwise demonstrate understanding of the ways that socio-cultural factors may influence legal decisions of various stakeholders

**Demonstrate Aptitude for Factual and Legal Investigation and Research:
How Lawyers Gather and Organize Information**

- Identify individual and organizational client objectives and how legal and non-legal considerations may help or hinder achieving these objectives
- Explain the legal system, including the relationship and differences among federal, state, and local legal systems; identify and find relevant primary and secondary information sources for each system; and understand the weight of authority among sources
- Identify legally significant facts and relevant legal issues that need to be researched
- Develop and implement a research plan, using appropriate research methods and sources, that ensures all relevant legal and information sources are consulted and cost-effective research strategies are used
- Identify authoritative sources and determine their application to a client's issues
- Preserve, organize, and manage information appropriately
- Conduct the appropriate research to answer questions posed
- Cite authority consistent with prevailing standards and locally accepted rules
- Use technology to gather, organize, and synthesize factual and legal information and meet ethical standards of technology competence

LSSC Fall Syllabus

(n.b. – Syllabus is subject to change)

<u>Week # and date</u>	<u>Topics</u>	<u>Assignment Due</u>	<u>Assignment Given</u> (for following week)
<u>Week 1</u> (week of 8/26)	Overview of course; situating lawyers' work in a social context; critical perspectives on the law; introduction to legal analysis; sources of law	-Summer assignment reading	<p><u>Class 1:</u> <i>Reading Assignment:</i> -Critical Reading #1 – Lucy A. Williams, <i>Race, Rat Bites, and Unfit Mothers: How Media Discourse Informs Welfare Legislation Debate</i> (excerpt) -Critical Reading #2 - Keith Cunningham-Parmeter, <i>Alien Language: Immigration Metaphors and the Jurisprudence of Otherness</i> (excerpt)</p> <p>-LSSC Project Proposal -Background reading on partner organization</p> <p><i>Writing Assignment:</i> -Reflection on critical reading assignment (2-3 pages, double-spaced; due by 9:00 a.m. on Tuesday, 9/3)</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i> -A Lawyer Writes: Reading Judicial Opinions (pp. 33-35; 43-56) -View legal research tutorials: 1) https://guides.library.harvard.edu/law/researchstrategy 2) http://guides.ll.georgetown.edu/case_law_tutorial</p>
<u>Week 2</u> (week of 9/2)	<u>Class 1:</u> Discussion of critical readings on narrative and metaphor; discussion of partner organization mission and project goals	<u>Class 1:</u> Reflection on critical reading assignments	<p><u>Class 1:</u> <i>Reading Assignment:</i> -Critical Reading #3: Ian Haney Lopez, <i>White by Law: The Legal Construction of Race</i> (excerpt)</p> <p><i>Writing Assignment:</i></p>

	<p><u>Class 2:</u> Introduction to legal research; hierarchy of authorities; finding authorities; issue spotting; discerning determinative facts</p>		<p>-Reflection on critical reading assignment (post on Blackboard; due by 9:00 a.m. on Monday, 9/9)</p> <p><i>Research Assignment:</i> -Background research on project issues (post on Blackboard) -Prepare for oral presentation on research</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i> -A Lawyer Writes: How Attorneys Communicate (pp. 3-14) -View legal research tutorial: http://guides.ll.georgetown.edu/secondary_tutorial</p> <p><i>Research Assignment:</i> -Find two cases on point for memo</p> <p><i>Writing Assignment:</i> -Draft case precis of best case -Complete LexisNexis Modules 01, 02, and 05 (due to TA by 9:00 a.m., Tuesday, 9/10)</p>
<p><u>Week 3</u> (week of 9/9)</p>	<p><u>Class 1:</u> Discussion of critical reading on non-neutrality of law; conducting a client interview; brainstorming questions for partner organization; creating a memo to file</p> <hr/> <p><u>Class 2:</u> Close case reading; best case use; oral presentation; introduction to objective writing and prediction; legal analysis; TREACC</p>	<p><u>Class 1:</u> -Reflection on critical reading -Oral presentation of background research for project</p> <hr/> <p><u>Class 2:</u> -Case precis -Completed Lexis modules (due to TA by 9:00 a.m. on Tuesday, 9/10)</p>	<p><u>Class 1:</u> <i>Reading Assignment:</i> -Gabriel Arkles, Steps for Successful Initial Client Interviews</p> <p><i>Writing Assignment:</i> -Finalize questions for partner organization (post on Blackboard; due 48 hours before PO meeting)</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i> -A Lawyer Writes: One Legal Argument (pp. 81-86) -A Lawyer Writes: Explaining the Law – Rule Statements (pp. 89-100) <i>Writing Assignment:</i> -Draft short memo (due at 9:00 a.m. on Tuesday, 9/17)</p>

<p><u>Week 4</u> (week of 9/16)</p>	<p><u>Class 1:</u> Partner organization meeting; strategizing next steps; creating a research plan for the project; memo to file</p> <hr/> <p><u>Class 2:</u> Critiquing short memo; discussion of new assignment; expanding research strategies; case charts; rule statements; reading statutes</p>	<p><u>Class 1:</u> -Written questions for partner organization (due 48 hours before meeting) -Project reflection (due in class)</p> <hr/> <p><u>Class 2:</u> -Short memo draft (due at 9:00 a.m. on Monday, 9/17)</p>	<p><u>Class 1:</u> <i>Research Assignment:</i> -Find two authorities that could be helpful to your and the group's understanding of the project and prepare for oral presentation</p> <p><i>Reading Assignment:</i> -Critical Reading #4 - Lucie E. White, <i>Subordination, Rhetorical Survival Skills, and Sunday Shoes: Notes on the Hearing of Mrs. G.</i></p> <p><i>Writing Assignment:</i> -Reflection on critical reading assignment (post on Blackboard; due by 9:00 a.m. on Monday, 9/23) -Reflection on project</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i> A Lawyer Writes: Organizing Legal Authority (pp. 67-73) A Lawyer Writes: Research Emails (pp. 269-278)</p> <p><i>Research Assignment:</i> -Find three cases on point and prepare for oral presentation</p> <p><i>Writing Assignment:</i> -Complete LexisNexis Modules 03 and 07 (due to your TA by 9:00 a.m. on Tuesday, 9/24)</p>
<p><u>Week 5</u> (week of 9/23)</p>	<p><u>Class 1:</u> Oral presentation on authorities; creating strategic research plan; research log</p> <hr/> <p><u>Class 2:</u> Presenting research results; case synthesis; creating a coherent body of law; discussion of substantive law; case charts; research emails</p>	<p><u>Class 1:</u> -Oral presentation of authorities for project -Reflection on critical reading assignment -Project reflection</p> <hr/> <p><u>Class 2:</u> -List of cases for memo -Completed Lexis modules (due to your TA)</p>	<p><u>Class 1:</u> <i>Reading Assignment:</i> https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0 about group work</p> <p><i>Writing Assignment:</i> -Small group strategic research memo</p>

		by 9:00 a.m. on Tuesday, 9/24)	<p>-Reflection on past group work and expectations (due to me and your LF by 9:00 a.m. on Monday, 9/30)</p> <p>**Lawyering Fellows will hold one on one meetings this week and next</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i> A Lawyer Writes: Explaining the law - Case illustrations (pp. 101-120)</p> <p><i>Writing Assignment:</i> Draft research email</p>
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<p><u>Week 6</u> (week of 9/30)</p>	<p><u>Class 1:</u> Workshopping strategic research memo; strategizing next research steps; identifying expert witnesses; group dynamics discussion (joining composite parts to whole); team process – expectations, rules, mindset – how to achieve success; memo to file</p> <hr/> <p><u>Class 2:</u> Workshopping the research email; TREACC refined; fact analysis and application; analogical reasoning; thesis sentences</p>	<p><u>Class 1:</u> -Strategic research memo for project -Reflection on past group work and expectations</p> <hr/> <p><u>Class 2:</u> -Draft research email</p>	<p><u>Class 1:</u> <i>Reading Assignment:</i> -Critical Reading #5: William Quigley, <i>10 Questions for Social Change Lawyers</i></p> <p>-Critical Reading #6: Charles Elsesser, <i>Community Lawyering: The Role of Lawyers in the Social Justice Movement</i> (excerpt)</p> <p><i>Writing Assignment:</i> -Reflection on critical reading assignments (post on Blackboard; due by 9:00 a.m. on Monday, 10/14)</p> <p><i>Research Assignment:</i> -Continue research on project</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i> -A Lawyer Writes: Applying the Law - Analogical reasoning (pp. 135-150) -https://abaforlawstudents.com/2017/07/19/face-time-with-your-supervisor-a-formula-for-success/ -Complete LexisNexis Module 06 (due by 9:00 a.m., Tuesday, 10/8) -Prepare for Partner meeting</p>
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			<i>Writing Assignment:</i> Outline or notes for partner meeting
<u>Week 7</u> (week of 10/7)	NO CLASS – PARTNER MEETINGS WILL BE HELD THIS WEEK	-Outline or notes for partner meeting -Reflection on critical reading assignments (due on Blackboard by 9:00 a.m. on Monday, 10/14)	<u>Class 2:</u> <i>Reading Assignment:</i> A Lawyer Writes: The Discussion Section (pp. 197-205) <i>Writing Assignment:</i> -Draft Office Memo (Discussion section) (due 48 hours after mid-term) -Partner meeting reflection
<u>Week 8</u> (week of 10/14)	<u>Class 1:</u> Discussion of critical readings; preparing for expert interview; researching statutes and regulations for project; in-class research exercise; creation of group expectations, standards, and goals <hr/> <u>Class 2:</u> Workshopping the office memo; the art of revision; citation	<u>Class 2:</u> -Draft office memo (due 48 hours after mid-term) -Partner meeting reflection	<u>Class 1:</u> <i>Writing Assignment:</i> -Questions for expert interview (post on Blackboard; due to LF and group 48 hours before expert interview) <u>Class 2:</u> <i>Reading Assignment:</i> -A Lawyer Writes: Editing and Polishing (pp. 243-56) <i>Writing Assignment:</i> -Revised Office Memo (due date TBD)
<u>Week 9</u> (week of 10/21)	<u>Class 1:</u> Expert interview and debrief; strategizing next steps; memo to file <hr/> <u>Class 2:</u> Post-assignment self-evaluation; new assignment; statutory analysis and interpretation; Statement of Facts	<u>Class 1:</u> -Questions for expert interview (post on Blackboard; due to LF and group 48 hours before expert interview) <hr/> <u>Class 2:</u> -Revised office memo	<u>Class 1:</u> <i>Research Assignment:</i> -Continue work on research for project <hr/> <u>Class 2:</u> <i>Reading Assignment:</i> -A Lawyer Writes: Statutory Analysis (pp. 193-209) <i>Writing Assignment:</i> -Post-writing self-assessment <i>Research Assignment:</i> -Begin research on substantive law for office memo

			** Mandatory meeting with TA to discuss research process and strategies for memo
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<p><u>Week 10</u> (week of 10/28)</p>	<p><u>Class 1:</u> In-class work on research assignment for project</p> <hr/> <p><u>Class 2:</u> Discussion of substantive law; oral presentation; organization of issues; outlining</p>		<p><u>Class 1:</u> <i>Research Assignment:</i> -Continue research for project</p> <p><i>Writing Assignment:</i> -Begin drafting sub-group research memo (due by 5:00 p.m. on Monday, 11/18)</p> <p><u>Class 2:</u> <i>Reading Assignment:</i> A Lawyer Writes: Outlining (pp. 74-78)</p> <p><i>Writing Assignment:</i> Draft memo outline, including SoF</p>
<p><u>Week 11</u> (week of 11/4)</p>	<p><u>Class 1:</u> In-class work on sub-group research memo</p> <hr/> <p><u>Class 2:</u> Workshopping the outlines; refining the analysis; discussion of presentation</p>	<hr/> <p><u>Class 2:</u> -Draft memo outline, including SoF</p>	<p><u>Class 1:</u> <i>Writing Assignment:</i> -Draft sub-group research memo (due by 9:00 a.m. on Monday, 11/18) -Prepare presentation of sub-group research findings</p> <hr/> <p><u>Class 2:</u> <i>Writing Assignment:</i> -Draft Office Memo (due Monday, November 12, by 9:00 a.m.) -Complete self-editing checklist (due by 5:00 p.m. day before conference)</p>
<p><u>Week 12</u> (week of 11/11)</p>	<p>NO CLASS – CONFERENCES WILL BE HELD THIS WEEK</p>	<p>-Draft Office Memo (due by 9:00 a.m. on Monday, 11/11) -Self-editing checklist (due by 5:00 p.m. day before conference)</p>	<p><u>Class 1:</u> <i>Writing Assignment:</i> -Draft sub-group research memo (due by 9:00 a.m. on Monday, 11/18)</p> <hr/> <p><u>Class 2:</u> <i>Reading Assignment:</i></p>

			<p>A Lawyer Writes: Editing and Polishing (pp. 256-68)</p> <p><i>Writing Assignment:</i> Revise Office Memo (due Friday, December 6, by 9:00 a.m.)</p>
<p><u>Week 13</u> (week of 11/18)</p>	<p><u>Class 1:</u> In-class preparation for presentation of sub-group research findings (to be held Tuesday, 12/3)</p> <hr/> <p><u>Class 2:</u> Workshopping the draft memo; peer review</p>	<p><u>Class 1:</u> Sub-group research memo (due by 9:00 a.m. on Monday, 11/18)</p> <hr/>	<p><u>Class 1:</u> <i>Writing Assignment:</i> -Finalize presentation of sub-group research findings (to be held Tuesday, 12/3)</p> <hr/> <p><u>Class 2:</u> <i>Writing Assignment:</i> Final Office Memo (n.b. – final memo is due Friday, 12/6, by 5:00 p.m.)</p>
<p><u>Week 14</u> (week of 11/25)</p>	<p>NO CLASS – THANKSGIVING (additional office hours will be held in lieu of class)</p>		
<p><u>Week 15</u> (week of 12/2)</p>	<p><u>Class 1:</u> Oral presentation of research findings; strategizing for intensive period and field research; PO meeting (if appropriate)</p> <hr/> <p><u>Class 2:</u> Final questions on office memo; review of fall work; forecast spring; wrap-up and debrief</p>	<p>-Final Office Memo (due by 5:00 p.m. on Friday, 12/6)</p>	