I. Course Outline and Objectives

In general, this course is designed so each student will develop a working knowledge of Instrument Drafting. The objectives are that by the end of this course each student will:

A. Have taken another step toward becoming a truly educated and enriched individual by learning to recognize, understand and accept ownership for his or her own learning through such activities as participating in class discussion in an informed and professional manner, (2) asking questions of one’s self, other students, and the instructor in order to more fully understand a concept or idea, (3) responding thoughtfully to ideas that challenge his or her own thinking, etc.

B. Know and demonstrate a general understanding of Instrument Drafting.

C. Know and demonstrate a general understanding of relevant ethical, moral, social, and political considerations.

II. MUST READ NOTICES:

A. STUDENTS MUST ANTICIPATE FOR THIS CLASS A SIGNIFICANT PHOTOCOPYING EXPENSE AND BUDGET OR RESOURCE ACCORDINGLY. You are expected to make copies of your work for everyone in the class, both for critiquing and the final copy.

B. IT IS IMPERATIVE THAT STUDENTS DECIDE WITHIN THE FIRST WEEK IF THEY PLAN TO DROP. To avoid project management difficulties, it is expected that a student’s decision to drop will be made within the first week of class. This professional courtesy significantly helps the instructor as well as the class as a whole.

C. STUDENTS SHOULD ANTICIPATE A SIGNIFICANT TIME INVESTMENT WITH THIS CLASS AND THEREFORE BUDGET THEIR TIME ACCORDINGLY. If a student is not skilled in time and task management, that student may find the tasks and attendant deadlines daunting. Therefore students are urged to become proficient in mature time and task management.
III. Texts

MANDATORY TEXTS:


STRONGLY RECOMMENDED (HIGHLY DESIRABLE BUT NOT REQUIRED):


** The text may be supplemented by suggested and mandatory outside reading assignments.

IV. Grading System

A. Writing Projects (in class and outside of class--projects date to be announced.)

   50%

B. Class participation in critiques, discussions, scenarios, presentations, readings, briefings, etc. (attendance is subsumed within this portion of the grade).

   50%

   100%

V. Grading Philosophy

Grading in this course is not on the basis of a curve or any other criteria, which relativizes student work product. In other words, the grade earned by a student is not based on a comparison of the student’s work product to any other student’s work product. **Grades are measured against an absolute. That absolute is whether the student’s work product is substantively correct and presented in a manner which demonstrates a command of higher thinking skills (analysis, synthesis, and evaluation), balanced judgment, clarity and precision of thought, good oral and written communication skills (correct use of grammar and syntax, logical development of ideas, with supporting citation to authority), and overall professional bearing.**

With respect to the Writing Projects portion of a student’s grade, draft work is not graded, only final work submitted at the end of the quarter. The unique requirements of the legal environment with respect to pleadings, documents and instruments, and the stringency of timely
and accurate submission, necessitate as a matter of professional preparation, the following grading criteria.

a) With respect to final work (the totality of the student’s final work submitted) one error of any nature (ex., grammar, spelling, syntax, substantive, etc.) is permitted without adverse grade consequence.

b) Two errors result in one grading reduction (ex., from an “A” to a “B”). Three errors result in two grading reductions (ex., from an “A” to a “C”). Four errors result in three grading reductions (ex., from an “A” to a “D”). Five errors result in four grading reductions (ex. from an “A” to an “F”). Further errors serve only to confirm the final grade reduction stated above.

With respect to the participation portion of the student’s grade, it is of particular importance that a student attends class on a day in which he/she is assigned to distribute draft work, to critique draft work, or to have his/her draft work critiqued. Student absence on such days is looked upon disfavorably. Students are expected to maturely manage their time and obligations, and to resolve issues which might otherwise prevent attending on such days. If a student anticipates being absent on a day when he/she is to distribute his/her work, it is the student’s duty to make alternate arrangements to have his/her work delivered to class on time. Absent a highly unusual set of circumstances (as defined elsewhere in this syllabus) a student’s failure to adhere to the above duty will result automatically in one grade reduction. If the student fails a second time to adhere to the above duty, the student will receive an automatic failing grade for the class.

Under this grading system it is possible for all students to achieve the highest grade awardable. The converse is also possible. On balance, this grading system is rigorous. There is not arbitrary grade inflation or deflation under this grading philosophy.

Due to the unique demands of the legal profession with respect to timely submission of accurate documents and instruments, not extra credit work or credit is granted in this class for any reason. There are no extenuating circumstances.

VI. Class participation grading
The rationale for emphasizing class participation is research into adult education demonstrated that active participation by the student is the key to effective comprehension, retention, and readiness for the workplace. For the student to demonstrate comprehension, retention and readiness to the instructor, the student must show he/she is contributing to his/her own and his/her fellow students’ intellectual enrichment in a meaningful and mature manner.

The following is an illustration of how this component of a student’s grade is determined. If the student wants to achieve 100% for participation, then the student must attend all class sessions and come to each class well-prepared, and must qualitatively (not quantitatively) engage in discussions, ask questions, make connections between sources of information, and become involved in scenarios, presentations, readings, briefings, etc.

If the student elects not to attend class, or attends by filling a chair (not engaging him/herself in group discussions, scenarios, presentations, etc.), it will be considered as 0% of the class participation portion of the student’s grade and his/her final grade will reflect accordingly.

Between 100% and 0% class participation lays a great deal of latitude for the student with respect to his/her involvement. As before, an illustration: If a student attends the great majority of classes, and meaningfully participates (as defined above) in about half of those classes, the student will receive 50% of the grade ascribed to class participation. Thus, the student need only honestly examine the number of times he/she attended class and actively participated (as defined above) divided by the total number of class sessions in the quarter to approximate what his/her percentage of the participation grade will be. Other factors such as a student’s progress throughout a quarter, and the quality and insight of his/her contributions are also grading considerations.

Class participation should not be taken as a reason to engage in immature, offensive, rude, belligerent, etc., behavior. Students are guided by the college’s Student Code of Conduct when in class.

Conceptually, participation (as defined above) is an indirect measure of maturity, motivation, and professionalism. One aspect of these attributes is honest self-awareness and self-assessment. Another aspect of these attributes is ownership and responsibility for outcomes. The instructor expects each student to honestly assess his/her motivation, maturity, and professionalism, and to take responsibility for what is learned and how well it is learned. Practice makes the master. Honest, active, mature classroom participation will lead to the same in the workplace.

The instructor understands the subjectivity inherent in this portion of a student’s grade. The instructor also understands such mitigating factors as
shyness, slow verbal skills, self-esteem issues, different learning styles, etc. The instructor invites students to discuss this portion of the grade with him early in the quarter, **NOT AT THE END OF THE QUARTER** when the grade’s dye has been cast. The instructor makes every effort to be fair with respect to grading, and does consider mitigating factors.

However, the instructor also expects a student to take risks regarding mitigating factors (examples above) in the student’s life. For example, if a student deems him/herself to be shy, and therefore avoids participating in class, the instructor expects that student to make consistent, good faith efforts at overcoming the shyness. The same would be expected in the workplace. **RISK AND REWARD ARE COMMENSURATE.** Generally speaking, the greater the risk, the greater the reward. Here the reward is greater learning, enhanced self-confidence, more fun in the long run, and an easier transition to the workplace.

VII. **Incomplete**

Only under the most unusual and/or extreme circumstances will a student be permitted to take an incomplete or “Z” grade for this class. Students who perform poorly on exams or other class work, or who do not regularly attend, should not anticipate they could receive an incomplete of “Z” grade.

VIII. **Instructor**

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IX. **Legal Advise:** The instructor is a licensed and practicing attorney. Additionally the instructor is a relatively caring individual. On a regular basis the instructor is approached by students seeking legal advice. The Rules of Professional Conduct governing the activities of an attorney in Washington State provide that when an attorney provides legal advice to a person, an attorney-client relationship is established, the attorney is professionally responsible for his/her advice, and the attorney can be sued for malpractice in such situations. This is true whether money is received or not, and whether the advice is casual or not. The instructor does not carry malpractice insurance, and his office is not configured to check for conflicts of interest, calendaring, etc., which are integral to good professional representation. Additionally, the common way in which the instructor is approached for legal advice, frequently means the instructor is not provided with the correct and/or complete information, upon which a reasoned professional judgment could be based. Please therefore understand that the instructor, with some measure of regret, cannot, and does not provide legal advice to students, even in the form of hypotheticals—a frequently employed student technique. If you are in the position of needing free or low-cost legal advise, the
instructor has in his office, for free, a flyer with contact information for many of the agencies in the Inland Northwest which provide such services to the public. You need only ask.

X. Student Behavior: The common ideal to which, in theory, the students, administration, and the instructor are all united around, is quality education. Therefore certain behaviors by students can, and frequently do, have a detrimental effect on attaining that ideal. Additionally such behaviors are frequently impolite, and not reflective of a mature personality. While not meant to be an exhaustive list, the following behaviors in class will result in discipline under the code of student conduct for the institution: sleeping in class, packing up books and materials before the end of class, argumentativeness and argumentation for the sake of the same, employing disguised aggressive and disdainful behavior (loud obnoxious "yawning", feigning disinterest such as reading the newspaper, demonstratively disruptive opening of wrapped food, etc.), and ill-mannered eating and/or drinking in class.

A more difficult problem is bringing one's children to class. The instructor understands emergencies arise. In those situations it is best not to come to class and let the instructor know the reason. If a genuine emergency is the reason, the absence will be excused. The campus, and the classroom, is not an appropriate place for children--it is boring, it's a distraction to the other students and the instructor, equipment such as computer keyboards, etc., can be damaged by curious young people, and since the campus is designed for adults, it can be unsafe for little people. Please, therefore, understand it is not appropriate to bring one's children onto the campus and into the classroom.

XI. Attendance and Participation

Full attendance and participation is expected. Exceptions will be made for emergencies and unusual circumstances (family death, hospitalization, etc.). Conflicts with work, vacation, etc., will not count, and a missed class will count as an absence. Late attendance will be considered, and will negatively affect the class participation portion of a student’s grade. Any deadline given in class (example: handing in a paper, time for completing a test) will be strictly enforced. To even be considered for deadline dispensation, the student must notify the instructor, before the deadline’s expiration; of the situation (a phone message is sufficient). Under only the most unusual circumstances will individuals be allowed a deadline dispensation. Minor illnesses, forgetfulness, work conflicts, etc., do not constitute “most unusual circumstances.”

XII Ethics

Ethics and professionalism are of central concern in the legal environment. Therefore, any student found cheating as defined in WAC 132Q-04-060 will receive, at the least, an automatic failing grade for this course. Additional disciplinary measures may be taken as deemed appropriate. For example,
plagiarism on any class paper, project pleading, presentation, etc. is cheating.

Students who disrupt the classes’ positive learning environment are also subject to discipline under the college’s Code of Conduct as defined in WAC 132Q-04-067: “Any student who, by act of misconduct, substantially disrupts any college class by engaging in conduct that renders it difficult or impossible to maintain the decorum of the class, shall be subject to disciplinary action.” A disruption to the classroom’s positive learning environment is anything, which prevents the instructor from effectively conveying information to the class. Examples include sleeping, rudeness, talking in class, unpermitted physical contact, body odor, excessive questioning, etc. Disciplinary action is found under WAC 132Q-04-260, and includes disciplinary warning, reprimand, disciplinary probation, dismissal, and fines. A faculty member has the right to bestow a three-day suspension upon a student who disrupts class. The faculty member has the liberty to define “disruptive” (See WAC 132Q-05-33).

XIII. Support Services

The Americans with Disabilities Act is designed to ensure that students with disabilities have an equal opportunity to access academic programs and successfully complete their educational goals. Spokane Community College is committed to providing accessibility to all students. Any students with disabilities who have accommodation needs must contact Disability Support Services located in the Learning Resource Center (Library) or call Laura at 533-8872 to make an appointment to complete the intake process. Additionally the student should contact me after class to further facilitate the necessary accommodation. This information will remain strictly confidential.

IX. Outline

The following is an outline of subjects to be covered in this class. The class may not cover all of the following topics, since each class’ pace varies. Additionally, the topics may not be covered in the order listed.

CLASS OUTLINE

I. Drafting exercises in the following subject areas (not exhaustive list):

A. Family Law

B. Tort Law
C. Criminal Law
D. Commercial Law
E. Business Organizations Law
F. Property/Estates Law
G. Administrative Law
H. Litigation

II. Presentations of instruments in seminar and critique format as arranged and announced in class.