

LAWYERING SKILLS AND STRATEGIES I

Course Description

Professor Lauren Simpson
Sections E-1 & E-2 • Fall 2020

I. Welcome!

Welcome to the University of Houston Law Center (“UHLC”) and to our Lawyering Skills and Strategies I class (“LSS”)! I hope that you and your loved ones are safe and healthy during this challenging time. This Course Description (i) explains how our fall 2020 LSS class will operate and (ii) contains resources to help you navigate LSS and law school. It is very detailed, but in an online course like ours, this level of detail is integral to ensuring a user-friendly course that operates smoothly.

The Syllabus for our LSS course is contained in a separate document. It provides a detailed course schedule. Please read the Syllabus and this Course Description thoroughly and early.

I look forward to getting to know each of you this semester! Again, welcome to UHLC, and Go Coogs!

II. Student Well-Being and Class Community

Your well-being matters to your professors. We want to ensure that you feel welcome, appreciated, supported, and heard. Because everyone has been dealing with stressful and uncertain times, I’ll intentionally incorporate practices into our LSS course to promote student well-being and to create a sense of community.

- Studies show that giving students a say in their education promotes their well-being. So in our LSS class,
 - I’ll poll students anonymously at regular intervals to determine if the course is meeting their needs. I promise three things: (i) I’ll carefully consider all student suggestions; (ii) I’ll incorporate those suggestions that meet my pedagogic goals and that I determine will benefit the class as a whole; and (iii) I’ll say why if I reject any suggestion.
 - One class will have a “Students’ Choice” component, where students will vote on the topic covered.
 - To the extent possible, your 1L professors are trying to coordinate their exam and assignment due dates so as not to overburden students. But if any of my deadlines presents major difficulties for the whole class due to another academic obligation, please let me know as soon as possible, so that we can work out a solution.
- Studies correlate student well-being with exposure to nature—even if virtual or momentary. Coincidentally, my passion outside of teaching LSS is pollinators the wildlife gardens supporting them, and [also photographing them](#). So in our LSS class,

- We'll have a 2-minute "Nature Moment" break once a week during a synchronous class session.
- I'll include a short "Moments in the Garden" section in my weekly class newsletter (more on the newsletter below).
- I'll include pretty nature photos in some of our course materials.
- Although we'll be meeting remotely, we can still have a vibrant class community. Here are some ways we'll make that happen:
 - I'll be reaching out to each of you before the semester begins to set up small-group Zoom gatherings, as some of your other professors have done.
 - Our web course will have a "Welcome Center" page, for you to get to know your professor and course basics.
 - You'll do small-group exercises in our synchronous class sessions and at least one ungraded small-group project out of class, allowing you to get to know your colleagues.
 - You'll occasionally be asked to journal for me, not only to confirm your understanding of LSS topics, but also so that I can answer your questions and concerns one on one.
- Here are some ways we'll try making LSS more user-friendly, given how full part-time students' schedules already are:
 - I'll try to minimize course emails because email traffic is already high. Instead, I'll place most news in a "Weekly LSS Notice" (newsletter) that I post to our web course on Fridays. Please read each Friday's Weekly LSS Notice right away and carefully!
 - I'll repeat important course information in multiple places, and sometimes in multiple formats, so that you may easily find it. Any repetition or duplication that you see in our course materials is intentional and meant to make your life easier.
 - I'll follow a clear, consistent naming convention and organizational structure for materials in our web course, so that you may find things as easily as possible.
 - Likewise, I'll create a detailed Information Sheet for each class explaining (i) the objectives for that class and (ii) everything you'll need to prepare for it (more on this in the Syllabus). I'll share each Information Sheet at least a week before its class, if not earlier, to give you enough time to prepare.

Helpful UH Resources:

- [Counseling and Psychological Services](#) (see Section XIII)

- [Cougars in Recovery](#)
- [Cougar Cupboard](#)
- [CoogsCare](#) (student assistance resources)
- [COVID-19 Resources and Information](#)
- [Student Health Center](#)
- [Wellness](#)

III. Learning Objectives

Our fall LSS course will focus on an introduction to the American legal system and the underlying skills and strategies that lawyers must possess to succeed within it. By working through fact-specific problems both inside and outside the classroom, you'll learn to identify legal issues; to locate and to assess the governing law; to communicate with the client; to analyze legal issues within the context of particular fact patterns; to cite to the governing law; and to write clear and concise documents that reflect that legal analysis or that address the client's transactional needs.

More specifically, these 13 objectives apply to our LSS course in both semesters, unless otherwise indicated:

1	Understanding of sources, hierarchy, and precedential value of laws
2	Ability to distinguish different types of legal rules, to dissect legal rules into their basic components, and to synthesize a unified rule of law from disparate sources
3	Proficiency in identifying issues applicable to the client's case
4	Effective execution of on-line legal research and selection of authority to address issues in the client's case
5	Proficiency in understanding and applying case precedent to the client's case
6	Proficiency in understanding and applying enacted law to the client's case
7	Ability to translate legal research and analysis into an objective writing that is organized effectively, conveys all relevant and required substance clearly and concisely, and omits extraneous matters

8	Ability to translate legal research and analysis into a persuasive writing that is organized effectively; conveys all relevant and required substance clearly, concisely, and strategically; and omits extraneous matters [Objective 8 applies only during the spring 2021 semester.]
9	Exposure to the considerations underlying contract negotiation and drafting to address the client's needs effectively
10	Introduction to the general principles for legal citation, proficiency in <i>Bluebook</i> citation for cases and statutes, and proficiency in <i>Greenbook</i> citation for cases [<i>Greenbook</i> citation applies only during the spring 2021 semester.]
11	Proficiency in using correct grammar and punctuation regardless of the document or communication drafted
12	Awareness of how the topics discussed and assignments given in the course fit into the practice of law
13	Awareness of ethical and professional issues in practice

Each class Information Sheet will explain the learning objectives that apply to that class. Similarly, all assignments and many class materials will also list the relevant learning objectives.

IV. Course Materials

Here are the texts required for our fall LSS course:

- Tracy L. McGaugh & Christine Hurt, *Interactive Citation Workbook for The Bluebook: A Uniform System of Citation* (2020 edition, or latest edition)
- *The Bluebook: A Uniform System of Citation* (21st edition [2020])
- Christina Coughlin, John Malmud, & Sandy Patrick, *A Lawyer Writes: A Practical Guide to Legal Analysis* (2d ed. 2013) (NOTE: this isn't the most current edition; I'm trying to reduce students' costs by using an older edition.)
- Tina L. Stark, *Drafting Contracts: How & Why Lawyers Do What They Do* (2d ed.)
- Kamela Bridges & Wayne Scheiss, *Writing for Litigation* (1st ed. 2011) (NOTE: this isn't the most current edition; I'm trying to reduce students' costs by using an older edition.)

Special notes on texts:

- Please pay close attention to the edition specified for each textbook. Two of my required texts are not the most current edition, which I've done purposefully to save students money.
- We'll use all of the above texts in the spring semester, as well, except for Stark. Therefore, you'll need to retain all of your textbooks (except for Stark) for the spring semester. (However, the Stark textbook is an exceptional practical guide that is handy for contract-drafting, and you may decide to keep it for reference in your future practice.)

Helpful free writing resources:

- Free [grammar exercises by the Purdue Online Writing Lab](#)
- The free writing assistant [Grammarly](#)

V. Office Hours and Contact Information

If you have any questions about the course or class assignments, please feel free to reach out to me. My office hours this fall are on Tuesdays and Thursdays from 4:00 p.m. until 6:00 p.m. by Zoom. I'll use Zoom's "waiting room" function, which will allow me to see one student at a time. I'll use chat to let students in the waiting room where they are in line. Any changes to my regularly scheduled office hours are reflected in the Syllabus or will be announced by email.

I am also happy to meet with students outside my office hours by appointment (phone or Zoom). Please email me to schedule an appointment.

My office phone is 713-743-2159, but I prefer for students to contact me through my office email, which is ljsimpso@central.uh.edu. I'll also provide you my cell phone number on the first day of class, which I request that you not distribute beyond your LSS class.

I am generally available to answer student questions from Monday through Saturday, any time through about 8:00 p.m. (and after our synchronous class sessions). However, I ask that students not call me on Sundays, which I observe as my Sabbath. If you email on a Sunday, I won't read your email until Monday morning, so please plan accordingly. Finally, I'll endeavor to respond to student emails within 24 hours after receiving them; I expect the same professional courtesy from my students.

VI. Course Format and Technology

This is a "synchronous online" course. "Online" means that I'll teach you this fall entirely remotely, without in-person meetings of any kind. "Synchronous" means that we'll hold virtual class meetings by Zoom on most Tuesdays and Thursdays from 8:00 p.m. to 9:15 p.m. My two LSS sections will attend synchronous class sessions together in fall 2020 so that no one section has to attend beyond 9:15 p.m.

I won't simply lecture for 75 minutes during our synchronous sessions. Rather, I'll divide that time into smaller talks, interspersed with small-group exercises, ungraded quizzes and polls, discussions and brain-storming sessions, and other activities. And sometimes, part of the 75 minutes will be captured in a "flipped" (asynchronous) lecture, i.e., a short lecture that you'll review before our synchronous class meets, to correspondingly shorten the synchronous class session time. Why will we follow this format? Because studies show that students absorb shorter lectures online better than longer ones (think TED Talks) and that students' active participation keeps them engaged and helps them commit learning to long-term memory, where deep thinking takes place. So no single "flipped" or synchronous lecture will exceed 20 consecutive minutes, and many will be shorter.

I'll stay in the Zoom meeting room after each synchronous class session ends to answer any questions that students have. These post-class Q&A sessions will be recorded, for everyone's benefit.

A. LSS Web Course

I have a single web course that both LSS sections share in the fall. This LSS web course is hosted by UH's [Blackboard](#) learning management system. Please follow these steps to access our LSS web course:

1. Log into [Access UH](#).
2. Under "University Services," click on "Blackboard Learn 9."
3. Click on [H_20203_LAW_5314_15357_MAIN: 2020FA-15357-LAW5314-Lawyering Skills and Strategies I](#).
4. Our Blackboard web course should be available approximately 1 to 2 weeks before our first class (August 25). You'll automatically be enrolled in our web course.

Your 1L professors with a web course use Blackboard because UH supports it fully, so that resources like these are available to you:

- [Information for new Blackboard and CougarNet users](#)
- [Blackboard help and resources for students](#)
- [Blackboard support](#)

Blackboard also allows me to use [Blackboard Ally](#), a program to make the course more accessible for all students.

You'll find a short virtual tour of our Blackboard web course in our web course's "Welcome Center" page, which I'll point out in our first class (August 25).

B. Course E-Mail

You must use your official UH email address for all school-related communications with me during our LSS course. This is UH's strong recommendation, to ensure that your scholastic information and work remain as secure as possible. The only response I'll give to students' school-related emails sent from other accounts will be a gentle reminder to resend the email using their official UH email account.

You'll receive many emails to your UH email account, so to make your life easier, I try to limit my LSS emails—for example, by instead using the Weekly LSS Notices mentioned earlier.

C. Zoom

All of your 1L professors will use Zoom for their synchronous class sessions, so that you need be familiar with only one platform.

I'll record all synchronous class sessions, upload them to Microsoft Stream, and post a link to the Stream recording in the relevant class folder in our Blackboard web course. Microsoft Stream will automatically caption all synchronous class recordings, to ensure accessibility for all students. I record class lectures for students' future reference (it's a great study aid), to ensure full accessibility (by captioning), and for students who miss a synchronous class session. These recordings will be deleted and destroyed shortly after your final LSS assignment (the Graded Contract) is due. There is a chance that your contributions to class discussion, whether voluntary or while on call, may be included in the recording. Your continued registration in this class indicates your acquiescence to any such incidental recording for the purposes described above.

We'll use a recurring Zoom meeting room for all fall 2020 LSS synchronous class sessions, with the same URL and password each time, for your convenience:

Topic: Fall 2020 LSS Synchronous Class Sessions--Sections E-1 and E-2--Prof. Simpson

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting:

<https://uhlc.zoom.us/j/95319641566?pwd=aTBadnFTaFk5ZXQwbEp0NUJ3K0hDQT09>

Meeting ID: 953 1964 1566

Passcode: [TBA]

For security purposes, I'll distribute the Zoom meeting password by email before our first synchronous class session on August 25. Please do not share our Zoom meeting password outside your LSS sections. I've also enabled a waiting room for our recurring meeting room and will admit students to the room at the scheduled start of our synchronous class time.

I require my students to join our synchronous class sessions with video because it helps confirm who is attending each session (an ABA requirement), it allows me to "read" the class (which helps me to teach better), and it helps build our online community. If you have technical difficulties that might prevent your joining a synchronous class session with video, please email me in advance, if possible.

Before our first synchronous class on August 25, please read our Zoom etiquette conventions in the Guide for Zoom Synchronous Class Sessions, located in [this folder](#).

D. UH Remote-Learning Resources

UH offers this [remote-learning web page for students](#), with links to resources on remote-learning tools and tips, internet access, and assistance contacts. It also offers a [remote-learning planning guide for students](#). I highly recommend reviewing these resources before classes begin.

VII. Schedule for Synchronous Class Sessions

I hold LSS synchronous class sessions on Tuesdays and Thursdays from 8:00 p.m. to 9:15 p.m. Any scheduling changes to our synchronous class sessions are reflected in the Syllabus or will be announced by email and posted on the Blackboard web course calendar. You will also attend two mandatory conferences with me during the semester, one before each graded assignment is due. Failure to attend your mandatory conference counts as an absence and must be made up.

I'll take attendance during each synchronous class session. I may count you as absent if you are not present ten minutes after the synchronous class begins or if you leave more than ten minutes early. I understand that urgent, unavoidable conflicts may occasionally arise that prevent your attending a synchronous class session—especially during a pandemic. If that happens, you need to contact me in advance of the class session (barring an emergency that prevents it). I require this because it (i) confirms who will be available for exercises during the session and (ii) allows us to work out how you'll make up the session to avoid being counted absent. Under UHLC's attendance policy, you may miss no more than 20% of scheduled class hours (synchronous or asynchronous) during the semester. If you exceed this percentage, I must notify the Assistant Dean for Student Services, which could result in your dismissal from the course.

VIII. Grading and Graded Assignments

A. Curve and Grade Distribution

UHLC sets the average of grades in our LSS class between 3.2 and 3.4. A mandatory grade distribution also applies to this class, the specifics of which will be shared later in the semester.

B. Graded Assignments

The following assignments will be graded and constitute the baseline for your LSS course grade. The maximum raw score for each assignment is shown:

- 1. Graded Law-Firm Memo – 50 points**
- 2. Citation Exam (open book) – 10 points**
- 3. Graded Contract – 30 points**
- 4. Professionalism and Ungraded Assignments – 10 points.** This component includes
 - keeping scheduled appointments with me (unless prior notice of cancellation is given);
 - being prepared for and participating in synchronous class sessions and exercises;
 - completing ungraded assignments (e.g., writings, journals, quizzes, ICW citation exercises, small-group activities outside of class), as detailed in Section IX; and

- treating classmates and me respectfully.

The Graded Law-Firm Memo and Graded Contract assignments will (i) reference the learning objectives they're testing; (ii) contain detailed instructions, which you should read early and thoroughly; and (iii) provide a grading rubric so that you may see how you'll be assessed.

Your Graded Law-Firm Memo and Graded Contract are due at 6:00 p.m. on the date indicated in the Syllabus. One of the skills you need to master in law school is how to budget and to manage your time. If your Graded Law-Firm Memo or Graded Contract is turned in after 6:14:59 p.m. (with a short grace period) on the due date in the syllabus without my prior permission, I may deduct the following points for each hour, or part of an hour, that the document is late:¹

- *Graded Law-Firm Memo*: 4 points
- *Graded Contract*: 3 points

(Student grades for these assignments can be very close, so the loss of even a few points can make a significant difference in your curved grade.) If your Graded Law-Firm Memo or Graded Contract is submitted after 11:59:59 p.m. on the due date without my prior permission, I'll not accept it, and your LSS course grade will be an "F."

If you are unable to turn in your Graded Law-Firm Memo or Graded Contract on time, you must notify me in writing prior to the due date to seek an extension. I'll consider extensions for true emergencies only.

Please note that UHLC uses a blind-grading system to ensure fairness in grading. Your name should not appear anywhere on any of your graded assignments. Instead, you'll be assigned an exam number each semester. You are responsible for obtaining your fall exam number before the first graded assignment (the Graded Law-Firm Memo) is distributed. Fall exam numbers may be obtained after the first few weeks of the semester on the [UHLC Students web page](#), under "Exams" (the "What is my exam number" link).

IX. Ungraded Assignments

A. Writing Assignments

During the semester, I'll assign several ungraded writing assignments, parts of which we'll work on together in our synchronous class sessions. The Syllabus indicates the time and date by which each ungraded assignment is due. I require a good-faith effort in completing ungraded writing assignments. This means that I'm not evaluating for one "correct" legal conclusion, or requiring perfect organization, style, and editing in your writing. The purpose of these assignments isn't to grade you, but simply to

¹ For example, a Graded Law-Firm Memo that is turned in without prior permission after 6:14:59 p.m. but by or before 7:14:59 p.m. on the due date is subject to a 4-point deduction. A Graded Law-Firm Memo that is turned in after 7:14:59 p.m. on the due date without prior permission is subject to an 8-point deduction: 4 points for the hour spanning from 6:15 p.m. to 7:14:59 p.m., and 4 more points for the hour starting at 7:15 p.m.

assess your understanding and execution of what we've learned, so that I may give you the feedback you need to strengthen your writing. So instead of perfection, my baseline requirement is just that you reasonably attempt to apply what we've learned, considering the assignment's purpose and the timeframe given to write it. Of course, the more effort you put into your writing and the more you strive for perfection, the more helpful feedback I can give you, and the better your writing will become. In the very unusual situation that I determine a student's work product doesn't meet the good-faith standard, I may require them to redo it to avoid the penalty mentioned in Section IX(E).

Ungraded writing assignments are due at 6:00 p.m. on the date indicated in the Syllabus, so as not to interfere with your other professor's class that same day.

B. Interactive Citation Workbook ("ICW") Exercises

To help you practice your Bluebook citation skills, I'll assign certain ICW online citation exercises (hosted by LexisNexis), for which you'll receive detailed instructions later. Note: although your hard-copy ICW Workbook explains the citation rules, you'll complete the actual ICW exercises online. Be sure that you do the Bluebook exercises, not the ALWD exercises.

ICW exercises should be completed by the end of the day on the due date indicated in the Syllabus. Please complete the ICW exercises in a timely fashion: I use students' ICW answers as a diagnostic tool, to focus our synchronous class sessions on citation concepts that are difficult for most students. If students don't do the ICW exercises on time, then I can't see where the class needs help, and I cannot help the class improve its citation skills. Please opt for your ICW results to be emailed to me at ljsimpso@central.uh.edu.

Once you receive your LexisNexis student login information (usually emailed before classes start), you may access the ICW online exercises and accompanying resources here:

- [ICW Exercises](#)
- [ICW guide for students](#)
- [ICW tutorial video for students](#)

ICW Exercises are due any time of day on the date indicated in the Syllabus.

If you experience any technical difficulties accessing or completing the ICW exercises, please contact me; your Lexis Representative at UH, Billy Saqr (billy.saqr@lexisnexis.com or 281-217-9273); or LexisNexis Customer Support (800-45-LEXIS (53947)) for assistance.

C. Journaling

I'll periodically require you to write a short journal entry in which you'll reflect on (i) a completed LSS assignment or (ii) your understanding of particular class content. Self-reflection is an important professional skill, which is why we're starting to practice it now. Your journal entries will also allow me to gauge your understanding of the subjects covered, to receive your questions, and to stay

connected with you. We'll use our Blackboard web course's "Journaling" function, for which I'll give you detailed instructions later. Only you and I will see your journal entries.

Any assigned journal entries are due at 6:00 p.m. on the date indicated in the Syllabus, so as not to interfere with your other professor's class that same day.

D. Quizzes

I may occasionally require you to take a short quiz on an LSS topic – either (i) during a synchronous class session or (ii) asynchronously, as preparation for a class – to assess your understanding of the subjects covered. We'll use either our Blackboard's quiz function or [Quizlet](#); I'll give you detailed instructions for both later. These quizzes will allow me to see if you're understanding what we're then studying, which includes whether I'm explaining concepts sufficiently. So taking these short asynchronous quizzes timely is important.

Asynchronous quizzes assigned as class preparation are due at 6:00 p.m. on the date for that class on the Syllabus, so as not to interfere with your other professor's class session that day.

E. Deadlines, Extensions, and Expectations for Ungraded Assignments

Here's a handy recap of the deadlines for our various ungraded LSS assignments:

- *Writing assignments*: by 6:00 p.m. on the date indicated in the Syllabus
- *ICW exercises*: any time of day on the date indicated in the Syllabus
- *Journal entries*: by 6:00 p.m. on the date indicated in the Syllabus
- *Anything assigned as class preparation for a specified class (e.g., readings, "flipped" presentations, quizzes, exercises, etc.)*: by 6:00 p.m. on the date for that class on the Syllabus, so as not to interfere with your other professor's class that same day.²

I'm happy to grant reasonable deadline extensions requested in advance for any ungraded assignment. In contrast, I reserve the right not to review or to give feedback on any ungraded assignment turned in late without my prior permission, which can put you at a significant disadvantage for some assignments.

In any event, you must turn in all ungraded assignments (to a good-faith standard, if applicable) before the Graded Contract is due, or I'll deduct the following points from your Professionalism and Ungraded Assignments score for each unsubmitted assignment:

² All class preparation assignments will be listed in the Information Sheet for that class, which is posted in that class's folder on our Blackboard web course "Materials – by class" page. Each class's Information Sheet will be posted at least a week before the class date, if not earlier. Except for textbook readings, I put all class preparation in a separate Information Sheet to stay flexible, in case our class needs evolve with time, based on your feedback or my assessment.

- *Writing assignments*: 2 points
- *ICW citation exercises*: 1 point
- *Journal entries*: 1 point
- *Quizzes*: 1 point

This submission policy exists to encourage completing the ungraded assignments. Reason: studies show that students learn and retain information better when they do periodic “formative assessments” like these ungraded assignments. Put another way, the ungraded assignments hone the very skills you need to succeed on the graded assignments – and in practice.

X. Accessibility and Accommodations

UHLC is committed to ensuring that all students enjoy equal access and full participation.

If you anticipate or experience barriers based on a disability (including any chronic or temporary medical or mental health condition), please feel free to reach out to me so that we may discuss options. If you require any support services, you may contact Ms. Samantha Ary, Academic Records Coordinator. Ms. Ary is located in room 44A TU-II in the Office of Student Services suite, and she can be reached at sary@central.uh.edu or 713-743-7466. Requests for accommodation that involve graded assignments must be directed to Ms. Ary and should be made as soon as possible to allow adequate time to document and to process the request.

If you observe religious or cultural holidays that will coincide with synchronous class sessions or conferences, please let me know as soon as possible, so that we may make arrangements.

Again, I’ll use [Blackboard Ally](#) and caption our synchronous class recordings to enhance accessibility for all students.

XI. Chosen Names and Preferred Pronouns

I want to address each of you in a manner that corresponds to your identity. Although mistakes happen, chosen names and preferred pronouns—including non-binary ones such as they | them | their – must be respected in my classroom. Please feel free to reach out to me at any time if you want to make me aware of your chosen name or preferred pronoun or if you have concerns about how I or your classmates address you.

My pronouns are she | her | hers. You may call me “Professor Simpson” or “Prof. S.”

XII. Diversity and Inclusion³

This is an inclusive learning space.

At UHLC, we are committed to ensuring inclusive online and classroom learning spaces, where you'll be treated with respect and dignity, and where everyone is provided equitable opportunity to participate, to contribute, and to succeed.

In our LSS course, all students are welcome regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran's status, sex, sexual orientation, gender identity, gender expression, and other diverse identities that we each bring to class. Our class is richer for this diversity.

Inclusive learning spaces facilitate the innovation and creative thought that enhance student success. This success arises from the participation, support, and understanding of you and your colleagues. I encourage you to speak up and to share your views, but also understand that you are doing so in a learning environment in which we're all expected to engage respectfully and with regard to the dignity of all others.

If you feel like your class performance is impacted in any way by your experiences outside of class, please reach out to me. I want to be a resource for you. If you feel more comfortable speaking with someone besides me, Student Services is an excellent resource: 713-743-2182.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for you personally, or for other students or student groups.

UH Resources:

- [Diversity and Inclusion Statement](#)
- [Non-Discrimination Statement](#)
- [Center for Diversity and Inclusion](#)
- [Center for Students with DisABILITIES](#)
- [LGBTQ Resource Center](#)
- [Cougars in Recovery](#)
- [Counseling and Psychological Services](#) (see Section XIII)
- [Veterans Services](#)

³ Adapted from the Center for Teaching Excellence's Creating an Inclusive Syllabus (University of Kansas) and the Harriet W. Sheridan Center for Teaching and Learning's Diversity & Inclusion Syllabus Statements (Brown University).

- [Cougar Cupboard](#)
- [CoogsCare](#) (student assistance resources)
- [DACA: What You Need to Know](#)
- [Student Health Center](#)
- [Wellness](#)

UHLC: [compiled statements on racial injustice and related matters](#)

XIII. Counseling and Psychological Services

[Counseling and Psychological Services](#) (“CAPS”) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the [“Let’s Talk” program](#), a drop-in consultation service at convenient locations and hours around campus.

The Texas Lawyers’ Assistance Program (“TLAP”) also supports law students who are dealing with stress, anxiety, depression, substance abuse, and other mental health problems. You can reach TLAP at any time at 1-800-343-8527. TLAP’s website includes a page with links to sources about mental health that are of interest to law students: <https://www.tlaphelps.org/law-students>

XIV. Anti-Discrimination and Sexual Misconduct Policies

UHLC and the University of Houston are committed to maintaining and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from discrimination and sexual misconduct. If you have experienced an incident of discrimination or sexual misconduct, a confidential reporting process is available to you. For more information, please refer to the University system’s [Anti-Discrimination Policy SAM 01.D.07](#) and [Sexual Misconduct Policy SAM 01.D.08](#).

Please be aware that under the sexual misconduct policy, SAM 01.D.08, faculty and other University employees are required to report to the University any information received regarding sexual misconduct as defined in the policy. Due to this reporting requirement, faculty members and other employees are not a confidential resource. The reporting obligations under the sexual misconduct policy extends to alleged conduct by University employees and students.

XV. Honor Code

The [UHLC Honor Code](#) applies to all aspects of my LSS class. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please ask me if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations related to my course. It is an Honor Code violation to review the graded assignments distributed to, or written by, any of my LSS students from prior years.



Again, welcome to the UHLC! I look forward to working with each of you during the 2020-2021 scholastic year.



[American Lady butterfly](#) (*Vanessa virginiensis*),
nectaring on [Lanceleaf Coreopsis](#) (*Coreopsis lanceolata*)
in our home wildlife-habitat gardens
spring 2019