

# LAWYERING SKILLS AND STRATEGIES I

Professor Lauren Simpson  
Sections E-1 & E-2 • Fall 2022

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# I. Welcome!

Welcome to the University of Houston Law Center (“UHLC”) and to our Lawyering Skills and Strategies I class (“LSS I”)! This **Course Description** (i) explains how LSS I will operate and (ii) contains resources to help you navigate LSS I and law school. It is very detailed, but in a remote (online) course like ours, this level of detail ensures a user-friendly course that operates smoothly. I intend for this Course Description to operate as “one stop shopping” for you throughout the semester.

Our **Syllabus** is contained in a separate document. It provides a detailed course schedule.

**Please read both this Course Description and the Syllabus early and thoroughly.** Many of your questions will be answered in them; what questions remain I’m happy to answer during the summer or in our pre-semester, small-group Zoom gatherings (please see [Section II](#), below).

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

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## 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, even in a virtual setting. So I’ll intentionally incorporate practices into our 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. Accordingly,
  - I encourage students to leave any feedback they have for LSS at the end of a teaching week (Friday through Sunday) through a standing, anonymous survey in Microsoft Forms, which you have access to through UH Office365.<sup>1</sup> I’ll carefully consider student suggestions, incorporating those that meet my goals and will benefit the whole class, and I’ll explain if I decline any suggestion.
  - One class session will be in “Choose Your Own Adventure!” format, for which each student will select one of several topics to study asynchronously.
  - 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 educating about pollinators and the wildlife gardens supporting them, as well as photographing them.<sup>2</sup> So in our LSS class,

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<sup>1</sup> Because this Course Description is publicly accessible, I won’t give the survey link here, but it will appear in our Blackboard web course “Welcome Center” page (available when the web course opens; please see [Section VI\(A\)](#), below).

<sup>2</sup> I allow my garden and wildlife photos in [this drop box](#), which I update periodically, to be used for personal or educational use—so please enjoy them! My photos are licensed for non-commercial use, without adaptation, and with attribution (attribution: “Lauren Simpson, creator of St. Julian’s Crossing Wildlife Habitat”) under [Creative Commons version 4.0 Attribution-NonCommercial-NoDerivatives licensing](#).

- I'll present a short "Nature Moment" immediately after our synchronous class session ends and right before Q&A begins, for anyone who wants to stay. Both the Nature Moment segment and the Q&A will be recorded, so that a student who can't stay nonetheless has access to that content later.
- I'll include pretty nature photos in most 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:
  - We'll hold small-group, meet-and-greet gatherings by Zoom before the fall semester.
  - 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 give any announcements at the start of each synchronous class session.
  - I'll repeat important course information in multiple places, and sometimes in multiple formats, so that you may more easily find and use it. Any redundancy in our course materials is intentional and meant to make your life easier.<sup>3</sup>
  - 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. I'll share each Information Sheet at least a week before its class, to give you enough time to prepare. Except for textbook readings, I put all class preparation in a separate Information Sheet to stay flexible, in case our class needs to evolve with time, based on your feedback or my assessment.

#### Helpful UH Resources:

- [Counseling and Psychological Services](#) (please see [Section XIII](#), below)
- [Cougars in Recovery](#)
- [Cougar Cupboard](#)
- [CoogsCare](#) (student assistance resources)

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<sup>3</sup> As just two examples, I provide most course documents in both MSWord and PDF format because different students prefer different formats. Additionally, while our web course has a folder organizing course materials by class session, it has another folder organizing the same materials by topic, to make finding things easier.

- [COVID-19 Resources and Information](#)
- [Student Health Center & Campus Pharmacy](#)
- [UH Wellness](#)

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### III. Learning Objectives

Our fall LSS I 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 [\[Objective 8 applies only during the spring 2023 semester.\]](#)
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 *Bluebook* citation for cases and statutes, and proficiency in *Greenbook* citation for cases [\[Greenbook citation applies only during the spring 2023 semester.\]](#)
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

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## IV. Course Materials

Here are the texts required for our LSS I course:

- *The Bluebook: A Uniform System of Citation* (21st edition [2020], or latest edition)
- 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 note the specified edition for each textbook.** Two of the texts are not the most current edition, 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.** However, if you are considering taking an upper-level contract-drafting class or participating in the [Entrepreneurship and Community Development Clinic](#), or if you simply want a terrific contract-drafting resource, then I recommend keeping the Stark textbook.
- *The Bluebook* is also available in online e-format [here](#), if you prefer it.

Helpful free writing resources:

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

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## V. Office Hours and Contact Information

My office hours are on **Mondays and Wednesdays from 4:00 p.m. until 6:00 p.m.** by Zoom. Any changes to my regularly scheduled office hours are reflected in the Syllabus or will be announced by email, in-class announcements, or both.

I'm also happy to meet 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](mailto:ljsimpso@central.uh.edu). I'll also provide you my cell phone number on the first day of class, which I request

that you please not distribute beyond our LSS I class. Because it's easier to archive class-related emails than texts, **please contact me by email, texting only for very time-sensitive matters or emergencies.**

I am available to answer student questions from Monday through Friday, and on most Saturdays, any time through about 9:00 p.m. However, I ask that students not contact 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.

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## VI. Course Format and Technology

This is a “**synchronous online**” course in the fall. “Online” means that I'll teach you this fall entirely remotely, without in-person meetings. “Synchronous” means that we'll hold virtual class meetings by Zoom on most **Mondays and Wednesdays from 7:30 p.m. to 8:45 p.m.** My two LSS I sections will attend synchronous class sessions together this fall so that neither has class beyond 8:45 p.m.

I won't simply lecture for 75 minutes. Rather, I'll divide that time into presentations, small-group exercises, ungraded quizzes and polls, discussions and brain-storming sessions, and other activities because studies show that active participation keeps students engaged and helps them commit learning to long-term memory, where deep thinking takes place. You'll also often be asked to view a “flipped” (asynchronous) lecture before synchronous class sessions because it allows me to split up lectures into shorter bites, which studies show are more easily absorbed.<sup>4</sup> Relatedly, our lectures generally won't exceed about 25 consecutive minutes.

I'll stay in the Zoom meeting room after class for a Q&A session, which will be recorded.

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### A. LSS I Web Course

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

1. Log into [Access UH](#).
2. Under “University Services,” click on “Blackboard Learn 9.”
3. Click on “2022FA-13361-LAW5314-Lawyering Skills and Strategies I.”
4. Our Blackboard web course should be available at least a week before our first class. You'll automatically be enrolled in it.

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<sup>4</sup> **Note:** I generally won't shorten a synchronous class session when you watch a flipped lecture in advance because the flipped lectures help you achieve the ABA-mandated, out-of-class, weekly study time of 3 hours for each of our 1.5-hour synchronous class sessions (for 6 hours total each week), when averaged out over the semester.

I use Blackboard to host our web course 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 encourage you to view before our first class.

Because you won't have access to our Blackboard web course until near our first class, **I'll provide you with all materials for the first week of LSS I (Class 1 and Class 2) at least a month before the semester begins, emailing you links to OneDrive folders containing these materials.** If you want to start preparing for LSS I before then, the Syllabus contains all text readings for the entire semester, which you may read at any time.

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## B. Course E-Mail

You must use your official UH email address for all school-related communications with me during our LSS I course, for security reasons.

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## C. Zoom Meeting Room

We'll use a single Zoom meeting room for all synchronous class sessions, my office hours, and individual student conferences. Because this Course Description is publicly accessible, I won't set out the Zoom meeting link or passcode in it. However, this information is available in two secure places:

- The "Guidance for Synchronous Zoom Class Sessions" document, available in the Class 1 OneDrive folder that I'll email you before classes start (please see [Section VI\(A\)](#), above)
- Our Blackboard web course "Welcome Center" page (available when the web course opens)

Please do not share our Zoom meeting room link or passcode outside our class.

I'll record all synchronous class sessions and post a link to the Zoom recording in the relevant folders on our Blackboard web course, with a duplicate recording in our class Stream group (please see [Section VI\(D\)](#), below). All class recordings are closed-captioned, to ensure universal accessibility for all students. These recordings will be deleted shortly after the semester ends. 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.

Please join our synchronous class sessions with video so that I may confirm who is attending (an ABA requirement) and may “read” the class (which helps me to teach better). If you have technical difficulties with video, please just email me in advance.

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## D. Course Microsoft Stream Group

For the entire scholastic year, we’ll have a class Microsoft Stream group available, on which you may access video content related to our class: “Simpson—LSS 2022-23—E-1 & E-2.” The Stream recordings will be redundant of Zoom recordings linked in Blackboard, **so you don’t need to use this Stream group**; however, I provide it because some students prefer viewing videos through Stream, rather than Zoom. The group is private, with my LSS students’ being able to access content that I share, but not to share content. I organize our LSS video content in four channels, to make locating videos easier:

- Welcome Center Recordings
- Asynchronous Class Recordings
- Synchronous Class Recordings
- Useful Info

I’ll retain all video content through the end of the spring semester, with one exception: UHLC requires that I delete recordings of our synchronous class sessions shortly after I submit grades, so the fall synchronous class recordings won’t be available in the spring.

You can access Stream through UH Office365, which you can learn more about here:

- [Logging in to Office365](#)
- [Setting up Office365 apps and email](#)

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## E. Course Microsoft Teams Site

We’ll use a class Microsoft Teams site for certain small-group projects: “Simpson—LSS 2022-23—E-1 & E-2.” You’ll be able to share documents, to meet, and to collaborate with class colleagues in this platform outside of our usual Zoom synchronous class sessions.

You can access Teams through UH Office365, which you can learn more about here:

- [Logging in to Office365](#)
- [Setting up Office365 apps and email](#)



For those unfamiliar with Teams, here are some helpful resources:

- [Getting the Teams App](#)
- [Using Teams](#)
- [Joining a Teams meeting](#)
- [Scheduling a Teams meeting](#)

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## **F. UH Remote-Learning Resources**

UH offers a [remote-learning web page for students](#), with links to resources on remote-learning tools and tips, internet access, and assistance contacts, along with a [remote-learning planning guide for students](#).

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## **VII. Schedule for Synchronous Class Sessions**

**I hold LSS I synchronous class sessions on Mondays and Wednesdays from 7:30 p.m. to 8:45 p.m.** Any scheduling changes are reflected in the Syllabus or will be announced by email, in-class announcement, or both. You will also attend two mandatory conferences with me during the semester, one before each graded writing assignment is due.

I may count you as absent if you are more than ten minutes late to a synchronous class session or if you leave more than ten minutes early. If an urgent, unavoidable conflict arises that prevents your attending a synchronous class session, please contact me in advance (barring an emergency that prevents it).

Failure to attend a mandatory conference will also result in an absence and, at my discretion, may also result in a one-point deduction from your Professionalism and Ungraded Assignments score for that conference.

Likewise, failure to complete the “Choose Your Own Adventure!” assessment (after asynchronous Class 22) will result in a one-point deduction from your Professionalism and Ungraded Assignments score, but may also, at my discretion, result in an absence because that assessment is the main way to confirm you completed the asynchronous study unit that it tests.

Under UHLC’s attendance policy, you may miss no more than 20% of scheduled class hours 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.

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## VIII. Grading and Graded Assignments

### A. Curve and Grade Distribution

UHLC sets the average of grades in our LSS I class between 3.2 and 3.4. A mandatory grade distribution also applies to this class. Because my LSS I sections will be taught together in the fall, they will also be graded and curved together.

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### B. Graded Assignments

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

- 1. Graded Legal 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 or conferences with me (unless prior notice of cancellation is given) and is in addition to any absence incurred for missing that appointment or conference;
  - being prepared for and participating in class sessions and exercises;
  - completing ungraded assignments (as explained in [Section IX\(E\)](#), below); and
  - treating classmates and me respectfully.

Your Graded Legal Memo and Graded Contract are due at **11:59:59 p.m. on the due date listed in the Syllabus**. I provide a 15-minute grace period for graded writing assignments to be turned in without penalty, which translates to 12:14:59 a.m. on the day after the due date listed in the Syllabus. One of the skills you need to master in law school is how to budget and to manage your time. Accordingly, if your Graded Legal Memo or Graded Contract is turned in after 12:14:59 a.m. on the day after the due date listed in the Syllabus (i.e., after the 15-minute grace period expires) without my prior permission, I may deduct the following points for each hour, or part of an hour, that the document is late:<sup>5</sup>

- *Graded Legal Memo*: 4 points
- *Graded Contract*: 3 points

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<sup>5</sup> For example, a Graded Legal Memo assignment that is turned in without prior permission after 12:14:59 a.m., but at or before 1:14:59 a.m., on the day after the listed due date is subject to a 4-point deduction. A Graded Legal Memo assignment that is turned in after 1:15 a.m. and before 2:14:59 a.m. is subject to an 8-point deduction: 4 points for the hour spanning from 12:15 a.m. to 1:14:59 a.m., and 4 more points for the hour starting at 1:15 a.m.

Student grades for these assignments are often very close, so the loss of even a few points can make a significant difference in your curved grade. Therefore, it is virtually always better to turn in a document on time, even if imperfect, than to turn it in late and slightly more polished. **If your Graded Legal Memo or Graded Contract is submitted after 6:00 a.m. on the day after the due date listed in the Syllabus without my prior permission, I'll not accept it, and your LSS I course grade will be an "F."**

If you are unable to turn in your Graded Legal 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.**

Because UHLC uses an anonymous-grading system to ensure fairness in grading, your name may not appear 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 Graded Legal Memo assignment is distributed.** (You'll need it to access the graded assignments on Blackboard.) Fall exam numbers may be obtained on the [UHLC Students web page](#), under "Exams" (the "What is my exam number?" link).

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## IX. Ungraded Assignments

### A. Writing Assignments

During the semester, I'll assign several ungraded writing assignments, on parts of which we'll work together in our class sessions. The Syllabus indicates the time and date by which each ungraded writing 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 is simply to 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\(E\)](#), below.

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### B. Citation Exercises

To help you practice your *Bluebook* citation skills, I'll assign certain citation exercises throughout the semester. Preparatory readings will come from *The Bluebook*, [The Bluebook Uncovered](#) (a tremendously helpful, free, online resource), course materials, or a combination of these.

- *Exercise form, location, and preparation*

Citation exercises will be posted on the Blackboard "Materials—by topic" page, in the "Citation" folder, within a subfolder for each exercise. Each citation exercise document will indicate what you should read before attempting the exercise.

- *Submission of student answers*

Please email to me a single-page MSWord document with (i) your name and (ii) the exercise answers.

Citation exercises are due by the end of the day on the due date indicated in the Syllabus. Please complete them in a timely fashion: I use students' answers as a diagnostic tool, to focus our synchronous class sessions on citation concepts that are difficult for most students.

- *Posting of exercise answers*

After the due date, I'll post a document with the exercise's answers on the Blackboard "Materials—by topic" page, in the "Citation" folder, within the same exercise subfolder. I won't correct individual student answers: instead, please compare the exercise answers with your own, reaching out to the Legal Writing Fellows ([c\\_law\\_legal\\_writing\\_center@Central.UH.EDU](mailto:c_law_legal_writing_center@Central.UH.EDU)) or to me with questions.

- *Additional citation practice (optional)*

I'll identify resources for additional, optional citation practice throughout the semester.

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## **C. Self-Assessments by Journaling**

Self-assessment (reflection) is an important skill for developing professionally. In reflecting, you'll think about a professional experience you had, examine it and your performance in it, and evaluate not just the experience, but what you learned from it and what plan of action is needed to achieve your goals better in similar experiences in the future. During law school, you should follow a similar reflective process after assignments, tests, and projects.

I'll periodically require you to write a short self-assessment in the form of a journal entry, in which you'll reflect on a completed LSS I assignment. These will not only provide an opportunity for you to reflect, but will also allow me to gauge your understanding of the subject covered, to receive your questions, and to stay connected with you.

Only you and I will see your journal entry.

The journal assignments will be located on the Blackboard "Assignments" page, under the folder for "Journal Assignments." With one exception indicated in the Syllabus, 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.

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## **D. Quizzes**

I may occasionally require you to take a short quiz on an LSS I topic—either (i) during a class session or (ii) as class preparation—to assess your understanding of the subjects covered. We'll generally use Blackboard's quiz function or Microsoft Forms; I'll give you detailed instructions for both when relevant. These quizzes will allow me to see if you're understanding what we're then studying, which includes whether I'm explaining concepts sufficiently.

Asynchronous quizzes assigned as class preparation are due at **6:00 p.m.** on the date for that class on the Syllabus.

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## **E. Expectations, Extensions, and Deductions for Ungraded Assignments**

I'm happy to grant reasonable deadline extensions requested in advance for any ungraded assignment. In contrast, I reserve the right not 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 final graded assignment is due, or I'll deduct the following points from your Professionalism and Ungraded Assignments score for each unsubmitted assignment:

- *Ungraded writing assignments*: 2 points
- *Citation exercises*: 1 point
- *Journal (self-assessment) assignments*: 1 point
- *Asynchronous quizzes assigned as class preparation*: 1 point
- *"Choose Your Own Adventure!" unit assessment (Class 22)*: 1 point

This submission policy exists to encourage completing the ungraded assignments: students learn and retain information better when they do periodic "formative assessments" like these, which hone the very skills they need to succeed in school and practice.

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## **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 can be reached at [sary@central.uh.edu](mailto:sary@central.uh.edu). 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 class sessions or conferences, please let me know as soon as possible, so that we may make arrangements.

I'll use [Blackboard Ally](#) and caption class-related recordings to enhance accessibility for all students. I will strive to make all LSS I documents' formatting fully accessible, to the best of my ability.

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## **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 class. Please feel free to reach out to me at any time if you want to make me aware of your chosen name or preferred pronouns 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.”

I use third-person plural pronouns (they, them) for generic references to individuals in my course materials. (Learn more about this choice [here](#).) This is my preference for my own writing and is intentional. Students are not wed to that convention; the choice is theirs.

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## **XII. Diversity and Inclusion<sup>6</sup>**

This is an inclusive learning space.

At UHLC, we’re 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 I 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 please 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, [the Office of Student Services](#) is an excellent resource.

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](#)
- [UH Diversity, Equity, and Inclusion website](#)
- [Center for Diversity and Inclusion](#)

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<sup>6</sup> 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).

- [Justin Dart, Jr. Student Accessibility Center](#) (formerly the Center for Students with DisABILITIES)
- [LGBTQ Resource Center](#)
- [Cougars in Recovery](#)
- [Counseling, Psychological Services, and Student Well-Being](#) (see [Section XIII](#), below)
- [UH Veteran Services](#)
- [Cougar Cupboard](#)
- [CoogsCare](#) (student-assistance resources)
- [DACA: What You Need to Know](#)
- [Student Health Center & Campus Pharmacy](#)
- [UH Wellness](#)

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

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## **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>.

UH Resources:

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



- [UH Wellness](#)

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## **XIV. Anti-Discrimination and Sexual Misconduct Policies**

UHLC and the University are committed to maintaining and strengthening an educational, working, and living environment in which 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 webpage](#), [Anti-Discrimination Policy](#), [Sexual Misconduct Policy webpage](#), and [Sexual Misconduct Policy](#).

Under the University Sexual Misconduct Policy, **your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and *must* report incidents of sexual misconduct** (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

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## **XV. Honor Code**

The [UHLC Honor Code](#) applies to all aspects of our LSS I 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.**

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## **XVI. Provost-required & Suggested Syllabus Information**

**COVID-19 Information.** Students are encouraged to visit the University's [COVID-19 website](#) for important information including diagnosis and symptom protocols, on-campus testing, and vaccine information. Please check the website throughout the semester for updates.

**Vaccinations.** Data suggest that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent [vaccine information](#) and to consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

**Reasonable Academic Adjustments/Auxiliary Aids.** The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).



**Recording of Class.** Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action. [*Note to students: I'll record all synchronous class sessions for students' use only.*]

**Syllabus Changes.** Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through UH email, our Blackboard class calendar, or both.

**Security Escorts and Cougar Ride.** The University Police Department (UHPD) continually works with the University community to make the campus a safe place to learn, work, and live. Its Security Escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability, either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call 713-743-3333. Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called Cougar Ride that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers, and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

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Again, welcome to UHLC! I look forward to working with each of you during the 2022-23 scholastic year.



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