

**ALTERNATIVE ENERGY TRANSACTIONS AND CONTRACTING**

**SPRING 2025**

**Section 25164**

**Course 5270**

**Wednesdays 4-6 p.m.**

**SYLLABUS**

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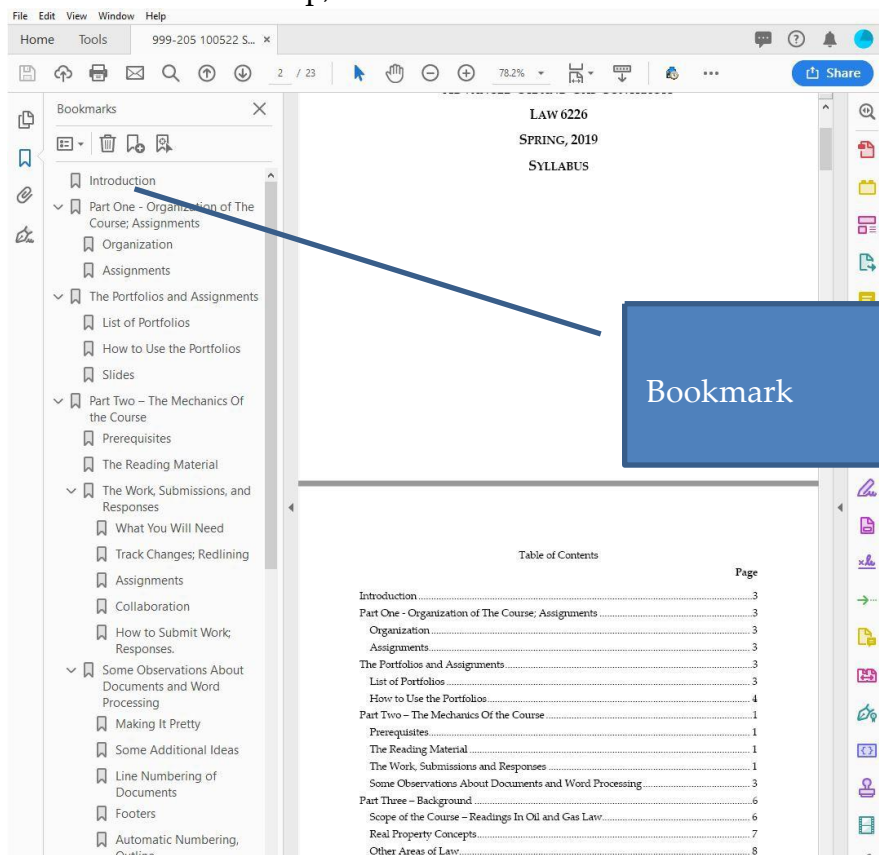
## COURSE OBJECTIVES

In this course, the major goals are:

1. to familiarize students with contracts common in the alternative energy and carbon sequestration areas;
2. to help students in using tools commonly used between counsel in commenting and revising contracts;
3. to familiarize students with operational issues present in both the alternative energy and carbon sequestration;
4. to give students an introduction to renewable energy and carbon sequestration contracts based on forms developed in the oil and gas industry

## INTRODUCTION

This isn't your usual syllabus. It is longer than most, and I did it this way because I want students to know what they are facing in this course. Not just the readings and assignments, but the whole range of what I will be trying to teach this semester. Your first assignment is included. If you are familiar with Adobe, you can use the bookmarks tab on the navigation bar to read through this syllabus. In Adobe, press the F4 key, and in the navigation bar that shows up, select the bookmark tab. A screenshot is below.



## PART ONE—ORGANIZATION OF THE COURSE; ASSIGNMENTS

### *Organization*

We will examine each of the major forms of alternative energy and carbon sequestration in some detail. We will consider the installation and construction of the forms of alternative energy and sequestration but will not consider what happens once the energy is produced, or once the carbon is stored. Be aware that the models for the matters under consideration are based, largely, upon the oil and gas leases developed over the years. While an oil and gas law course is not a prerequisite to understanding the documentation in use, a basic understanding of surface and oil and gas rights is necessary.

Because Texas and most other states recognize the fact the surface of property may be held differently from the minerals, the interplay between those two estates is critical in understanding the issues of this course. Texas and other states have long shown that the mineral estate is dominant, which, briefly, means that the owners of the mineral estate and their assignees or lessees have the right to use so much of the surface as is necessary to permit the development of minerals. That means that the mineral owner can place a drilling rig or surface equipment where the mineral owner considers it best for the development of minerals, which creates problems for the development of the surface by the alternative energy or carbon sequestration developers. The interplay between those two estates is one subject that will be covered.

The rights of the surface and mineral owners are well established under Texas law, if dealing with oil and gas. Less settled are the rights of those owners regarding alternative energy and carbon sequestration, and even less settled are the exposure of each owner to potential liability. Hence, part of the focus of the course will be on the issues of liability and indemnities.

This is a rapidly developing area of law, and you should know updates may cause changes in the documents presented or the legal issues involved.

### *Assignments*

The assignments will focus on the agreements that will be covered. Mostly, those assignments will be as short research papers or essays. We may, occasionally, have informal assignments too – I may ask you to come to class with a question, or I may ask you to consider something before class. While these don't "count" as an assignment, they will "count" as part of class participation.

## PART TWO - THE PORTFOLIOS AND ASSIGNMENTS

### *List of Portfolios*

Syllabus, Outline of Course, Background, Notices ..... Week 1

Mineral Estates and Surface Estates .....	Week 2
Geothermal Leases .....	Week 3
Wind Leases .....	Weeks 4 and 5
Solar Leases .....	Weeks 5 and 6
Carbon Sequestration Agreements .....	Weeks 7 and 8
Drill Sites .....	Weeks 9 and 10
Liability and Indemnity .....	Weeks 11 and 12
Conclusions .....	Week 13

The foregoing is a guess. I intend to go into more detail for some matters to be discussed; that's the schedule I'd like to keep, and it has some play in it, so that if we get distracted and pursue a particular discussion longer than we might otherwise do, we'll have the time to adjust our schedule, or if there is an intervening holiday, we'll make changes.

***The Portfolios***

Once you have sent me the form including your preferred email address, I will send you the portfolios. The portfolios will be sent via Adobe Send & Track, which will give you a notice and a link to each Portfolio. You will need to have Adobe Reader or Adobe Acrobat installed on your system to access the portfolios. Adobe Reader is free, and you may sign up for Adobe Acrobat DC for a reduced price through the University. If you have problems downloading, please call or email me.

***How to Use the Portfolios***

If you haven't used portfolios in Adobe before, they can be a little confusing, so here is a quick lesson, using the Portfolio for Week One.

When you first open the Portfolio, you may see this cover sheet:



Once you have done that, click on the cover sheet and it will take you to the actual portfolio itself and its contents. There will be three listings, which are the folders within the Portfolio, labeled Assignments, Required Reading, and Suggested Reading. You may wish to expand the list to include various matters. Double-clicking on the folders will bring up the individual items in the folder, and you may either read them online or download them for reading separately.

The displayed files are the assignment, the required reading, and the suggested reading for a particular module. Each file is a PDF or a Word document, or, occasionally, may be a photo, a video, or other files. Clicking on those files will bring the file up for you to work with. You may read it on your computer or open the file and save it to your computer. If you would rather read the file in its native application, you may open it by selecting the Open Document item.

Simply double click on the open file, and it will open in Adobe. You may save it as a separate file.

The assignment files are required; the suggested readings are optional. There is more about these in these sections.

### ***Videos***

Some portfolios have videos included. Those are usually there to augment the discussions, and to help you understand what we are talking about. For example, in the Week One Portfolio, a video explains how to use Track Changes in Word. Many of you are probably familiar with that, but I've found that some students have never had to do that. It's easier and quicker to let an expert describe it, and, besides, you'll have it as a

reference for you when you do the first assignment. Other videos will show you specific parts of the industry for those of you who have never spent time in the field.

### *Slides*

I'm still not comfortable with slides, but I'm doing my best. On the day before the class, I expect to email the slides to the students, in PDF format, so each student can follow along without the necessity of trying to read fine print at several dozen feet. You may download the files, and then annotate them with your notes, and depending on whether you use an Apple device or a PC, you may annotate them as you see fit.

## PART THREE – THE MECHANICS OF THE COURSE

The following should generally show students what students are expected to know when they sign up for the course, the way the course works, how assignments are to be submitted and some general information.

### *Prerequisites*

While a course in oil and gas is recommended, it is not a prerequisite to this course, but it might be difficult if you haven't gone through at least some preparation. A grounding in basic concepts of property law is an absolute prerequisite; if you still have your old property textbook, you may wish to dig it out occasionally if you have forgotten some of those terms.

### *A Note on Sources*

Most of the reading materials, where relevant, have citations to the source where they were obtained, mostly through Lexis or WestLaw. There are several articles from the Oil, Gas and Energy Resources Section of the Texas State Bar. Other articles are from my personal library and are reproduced for your use. Forms are generally from my library. You may use them but be aware that the law is changing, and these forms may be out of date. I also used articles from non-legal sources and YouTube videos referred to in the portfolios.

### *The Reading Material*

I take the position that students in this course are adults. The only material that a student must read is the material required for an assignment. For example, if I ask the students to revise a lease form, then the students will need to at least read the form to determine how to change the form. All other readings and materials are optional. Read them or not, it is up to each individual student. What has been delivered is a comprehensive library of research and forms for an upstream or exploration and production lawyer; if you aspire to work in this field, reading the material is a good idea. Not reading any of it will mean that a student has gotten little out of this course. There is a lot of information in the readings; I expect no one to read it all.

### *The Assignments, Submissions, and Responses*

#### *What You Will Need*

Before you can submit assignments in this course, you will need Microsoft Word and Adobe. Please use no Word program earlier than 2003. So far as Adobe is concerned, you can get by with the free version of Adobe Reader, available on the Adobe website. Better yet is the full Adobe Acrobat program, and the best is the Adobe Acrobat Professional Program. I don't expect you to buy any Adobe products, but you will need them to download and open the portfolios. Have a reasonably recent version of Reader

or Acrobat; Reader 8 or above, and Acrobat 8 or above. Version 8 doesn't work too well, but it is usable.

### *Track Changes; Redlining*

Part of what you must do is to take existing work and change the document. You must show the changes, and how this is done is through track changes or redlining. This is a critical skill that should be mastered, and it is explained below, in the section entitled *Some Observations About Documents and Word Processing*.

### *Assignments*

Each assignment is included in the Adobe Portfolio for the part being studied that weekend. Please read the assignments carefully and do your best to respond to the problem. Mostly, there is no "right" answer, so using your best guess is what will work. Lawyers don't always have a right or wrong for the work they do for clients, so part of the course includes learning how to exercise your judgment. If you have questions, please send me an email or call me and I'll do my best to answer the questions. Note that some assignments refer to other documents, some of which might be attachments or exhibits to the document the student is working with. Do not attach those documents, or worry about their contents, unless specifically directed to do so.

### *How to Submit Assignments; Deadline; Responses.*

Students are expected to have their assignments prepared and submitted by email at least two days before class, which, on our schedule means Monday. You have until midnight of the day to turn it in. For example, if we are on schedule, we will discuss geothermal energy and leases in week 3 and the assignment regarding geothermal leases will be due the following Monday, unless the assignment is a two week assignment, in which case the assignment will be due a week from the coming Monday. I hope that will give me the time to read the assignments, return them to you, and discuss those assignments on Wednesday, while it is still fresh in our collective minds. There isn't an assignment for each week, but it will be your responsibility to check.

The assignment will probably be submitted by a student, or if students are working in teams, by one of the team members, in Word format. Please submit the assignment via email as an attachment, and don't submit it in the body of an email. If I have time, comments will be made on the assignment before class, and sent back to each student, generally in Adobe format. Unfortunately for you, but not for me, I work for a living, and I might not get the comments back before class, but I will respond, usually in an abbreviated form when I can do so. The reason it will be sent back in Adobe format is that I have found that many students are not familiar with the reviewing capabilities of Word, and it causes problems for them.

Make sure the assignment is saved with your name on it, such as "Name, Assignment One.docx". Please make sure your name appears on the first page, as well. The upper left-hand corner is best.

#### *Late Submission; Failure to Submit Assignment*

The time of submission is the date and time stamped on the submission email. Failure to turn in an assignment on time will be treated as an absence and will result in a downgrading by one step for each day the assignment is late. Failure to turn in an assignment at all will be treated as an F or Zero for that assignment. In either case, the final grade for the course will be reduced.

#### *Collaboration*

If students want to collaborate on an assignment or on all assignments, that is fine with me, and I encourage it. Here are two reasons for this. First, this will teach students the value of collaborative drafting and working together. Most of a student's career after Law Center, and the early part of that career, requires the ability to collaborate with colleagues; this process is difficult, but the only way to learn it is to go through it. Second, a student will find that the student's colleagues' ideas may differ from their own; those ideas may be better, worse, or about the same, but they will be different. It is up to the student to make this process work. If two students are turning in the same assignment, please just turn in one document, with the names of each student collaborating on it.

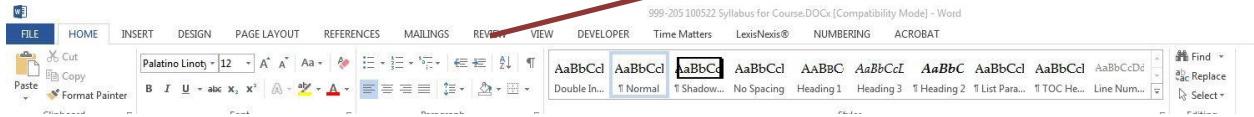
#### *Some Observations About Documents and Word Processing*

I assume that each student is somewhat familiar with Microsoft Word or some other widely known word-processing program. I would prefer that all work be done in Word, but can work with other formats, so long as they can be readily converted to Word.

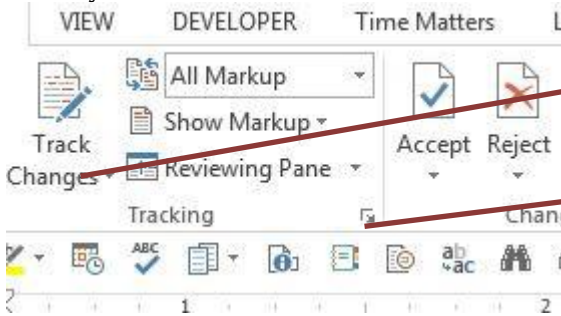
There is a video on Track Changes in Portfolio One. For those of you who can't play the video below is a short discussion on how to track changes.

Students should download the documents, if they are working on a form. Before working on a form, if you are using Word 2013 or later, this is how it works

Review



Once you have done that, select Track Changes:

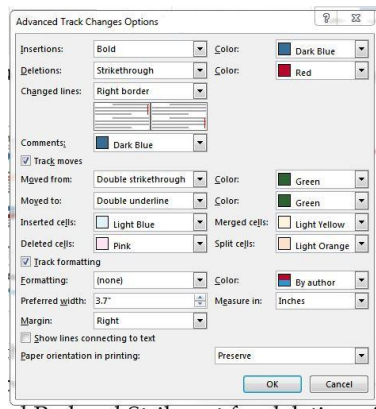


Track Changes

Advanced Options

On the menu bar, select Review:

You can then customize the Track Changes by selecting the down arrow, which will take you to the Advanced Settings, you can pick the color you would like to use. I'd advise Bold and Blue for inserts and Red and Strikeout for deletions.



Most versions of Word have something like this for you to use, so there may be a slight variation, depending on the Word version you have. If you can't make it work, see me after class and we'll figure it out. *Making It Pretty*

While the substance of your work is the most important, clients will judge you as well on your presentation. This means that the document should be properly formatted, spell-checked, and edited. Proofread everything before you send it and do the best you can to make sure the document is the best you think you can turn out, both regarding form and substance.

Your documents, with rare exceptions, should be letter sized, with 1" or larger margins all around. Some place on the first page, identify the name of the student responsible for the work.

Generally, avoid the use of more than one font in your documents, and keep bolding, italicization, and other formatting to a minimum. I prefer non-justified paragraphs since they are easier to read. *Some Additional Ideas*

The following are optional, and don't do them, but learn how. Clients, I have found, especially like most of: *Line Numbering of Documents*

Drafts are easier to work with and discussions are easier if they are line-numbered on the left-hand side. I usually use continuous line numbering, so each line is numbered consecutively. *Footers*

I usually identify a document with a footer that will look something like this:

**ASSIGNMENT ONE**

**PAGE 1**

**DRAFT OF JANUARY 1, 20XX**

*Automatic Numbering, Outline*

I'd encourage you to learn how to do automatic numbering in a document. It makes revisions and deletions easy and has the virtue of forcing consistency in numbering. As a side benefit, it allows moving paragraphs around and making sure that the numbers are automatically updated.

*Cross References*

If you can learn how to do it (and it is simple to do), along with automatic numbering, using the cross references and index marking capability of Word will let you make sure all of your cross references are correct and you can build a glossary of defined terms useful. It takes more time to build a first draft, but it is invaluable for revisions.

#### PART FOUR – SOME OBSERVATIONS ABOUT DRAFTING

Good drafting is learned and is learned by doing. All lawyers have begun by working on existing forms and changing them to fit the needs of the clients, but sometimes, the forms simply don't work. Then, the lawyer needs to be ready to start with a blank piece of paper. The following are observations based on many years of practice:

*Be consistent.* Good draftsmen learn that stock phrases should always be the same unless a real difference is required. For example, if in one sentence, you state, "the directors, officers, employees, and consultants of a Party" then in the next paragraph, it is jarring to read, "the officers, directors, agents, consultants, and employees of a Party." It isn't wrong, but it reads better when repeated consistently. Thus, show attention to this detail.

*Avoid archaic language.* While it might seem like "good legal writing" to use 18th-century English, we don't talk like that anymore, and our clients get confused when we do that. Examples of this are:

- Jones Oil Company, a corporation organized under the laws of the State of Texas, "Jones." It's better to say: Jones Oil Company, a Texas corporation ("Jones").
- Payment may be effected by check or draft of Jones, providing for payment in lawful tender of the United States of America, which said payment shall be in the One Thousand, Four Hundred Ninety Two and 26/100 Dollars (\$1,492.26). It is better to say: Jones may pay \$1,492.26 by check. Honest. You need not spell out numbers. A good rule of thumb: one through ten are spelled out, and 11 to infinity are rendered merely as numbers.

*Avoid legal Latin, if you can.* *Supra, infra, vel non, in haec verba*, and other phrases like that, while fun to use, confuse our clients, and we can use English instead. Just because it is in a form doesn't mean it is worth keeping, or worse, repeating.

- The term "fee simple" is generally understood; "fee simple absolute" is less understood, and few will understand *enfeoffment*.
- "Signed" is much better than "executed"; people understand signatures but aren't sure how to execute.
- The term "Witnesseth" is often seen – it is a hangover from 19<sup>th</sup> century legal drafting, where lawyers were trying to give weight to their documents by using an archaism. It comes from when transactions were verbal, then a scribe or a notary was commissioned to write down the terms, and the document "witnessed" the actual transaction. Useful a millennium ago, less useful now.

*Develop standard contract phrases and paragraphs and put them where you can find them readily.* I have probably two dozen "canned phrases" which I have saved on my computer, and I use them in many of my documents. I revise them occasionally, when I

find a better way to express the phrase. For example, here is my counterpart language:

– “This Agreement may be signed in multiple counterparts, each of which shall be an original and all of which taken together constitute one instrument; provided this Agreement shall be effective as to each party when he, she, or it signs at least one counterpart of this Agreement. In making proof of this Agreement it shall not be necessary to produce or account for all counterparts, and it shall be sufficient to produce but one counterpart original signed by the party sought to be charged.”

– “This Agreement and the other documents and instruments delivered (except as otherwise specifically provided) shall be governed by and construed in accordance with the laws of the State of Texas applicable to agreements performable wholly within that State, excluding any conflicts-of-law rule or law which might refer such construction and interpretation to the laws of another State.”

*Have some organizational scheme in mind.* Chronological order is one way of approaching a problem. First, Party A does one thing, then Party B does something in response, then both Parties do something together. For example, Party A will provide access to all of its data about an area, and then Party B will examine it, analyze the data, and will propose a well at a specific location. Together the Parties will take part in the drilling of the well.

*Read it aloud.* If it doesn't read well when read aloud, it probably isn't written well. This will also help you proof your document. Later versions of Word can read the document to you, and it sometimes helps.

*Stilted language confuses people.* Your clients prefer direct, easy-to-understand agreements and documents, and it is unnecessarily confusing to use deliberately obfuscatory language, and often, it is a sign that the drafter doesn't grasp the material. The best praise a lawyer can receive, at least in this industry: “It doesn't read like a lawyer wrote it.”

If you have some spare change, I'd strongly recommend Kenneth A. Adams, *A Manual of Style for Contract Drafting*, available in multiple editions. I don't agree with all that he does, but it sure is an improvement over the forms that seem to be in wide use. It is available on Amazon, both as a hard copy print form and as a Kindle download.

## PART FIVE – LAW CENTER REQUIREMENTS; GRADES; EXAMS

### ***Student Attendance***

Students are expected to go to class under Law Center policies that require that a student go to 80% of the class sessions – despite excused absences. Please note: (a) this is a Law Center requirement, not mine; (b) missing a class doesn't mean that a student may miss an assignment. There will be a roll circulated at the beginning of the class. If a student arrives after the roll is circulated, it is the student's responsibility to see me at

the end of class to make sure his/her name is placed on the roll. For a class that meets 13 times, that means that after three absences, a student will fail the course. Remember: late assignments are absences.

### ***Recordings***

The Law Center is now recording classes and I can make them available. If a student cannot attend a class, the recording will be sent to them. As I understand the rules, I can only do this a limited number of times, and once that information is available I will let you know.

### ***My Attendance***

I'll try and make all the classes, but I might miss one. I'll email or text message when I know that I can't make class, so please check your email and texts on the day of class. I'll do my best to give you ample warning.

### ***Course Hours***

The course hours are from 4:00 to 6:00. Under Law Center policy, that translates to 100 minutes of actual class time, not 120 minutes. I intend to run the class from 4:00 to 5:50, so the extra ten minutes, over the semester, will equate to an extra class. This, I hope, will obviate the need for any make-up classes if I miss one. If this creates a problem for a student, please let me know, and we'll work around it somehow.

### ***Grades***

Final grades in the course will be assigned under the Law Center's policies in place, which will mean that grades must be within a specified range, and, to meet the policy requirements, it might mean that the average of the exercises and assignments won't determine your final grade. I cannot question or change the Law Center's policies, and I intend to follow them.

Pass/fail is an option. So far as I am concerned, you may choose that at whatever time is indicated.

I have discovered that placing grades on students' papers has resulted in expectations I can't fulfill: a student might receive two or three B+ grades, an A, and a few others, and is disappointed at the end of the semester to discover that didn't translate out to a high average, after applying the Law Center policies. Hence, the "grade" on your assignment will be a good, very good, excellent, not so good, or words of that ilk – those do not have analogs with B, A-, A, or C. Generally, I will review the assignments, consider the student's class participation, whether a student has managed to at least read some of the material, and a student's timeliness in turning in assignments in an unscientific, but not arbitrary, manner and issue grades based on the Law Center policy. That usually means that one or more of you will be unhappy; I'm sorry, but life works out that way. I

usually try to get the highest average I can, but I am constrained by Law Center policy. I've tried for exceptions in the past – they aren't given out, and I've lost that argument for several years, and I expect that I would lose it this year.

Some of you may be disappointed because I have marked your papers and have stated that you have done very good work or something like that. You may have that on all your assignments, but you won't get an A in the course. The reason for that is there are other students in the course, and they may have done work slightly better than you, or they may have taken part in the class discussions more than you did. Finally, because of the curve requirements, even though you did exemplary work, I can't give out all As, and if your work was slightly below somebody else's work, they'll get the A, and you may get a B+. It is made much more difficult because of the small number of J.D. students, which limits my options even further. The pass/fail option reduces the number of students for letter or numeric grades, and that this is a small class makes the process even more difficult.

Grading is an arduous process, and it isn't made any easier by the fact that all grades must meet the Law Center's policies. Class participation will be part of the course grade, and students are expected to take part in class discussions.

Failure to meet a deadline will cause a penalty. I don't consider a reasonable excuse to be that "somebody else was supposed to email it," nor are your dog's dietary requirements a reason for not turning in an assignment. If you consider me to be a client, and you to be a lawyer, recognize that clients will not be overly thrilled with those excuses. That means that if you are sick, out of town, interviewing for a job, or any of the many reasons that would be a good excuse, that doesn't mean you need not turn it in on time; if it is late, it is late.

### ***Exams***

There will be no final examination in this course – I intend to work the students hard during the course, and that should be enough. Given the class, a final would be meaningless. Your attendance, your weekly assignments, and your participation take on a great deal of meaning: there will not be an opportunity for you to impress me with how much you crammed for the exam. There won't be one.

### ***Communications***

#### ***Email***

Students should send their work, in Word format by electronic mail to TRB@explorationlaw.com. You will supply me with your preferred email address, your cell phone number, and some other information, designed to let us communicate more readily.

### *Telephone Calls*

I'd prefer that students communicate by email, since that means I can respond at a time, which may be a little easier for me. However, when a student needs to, I am available by telephone at (713) 840-8250. If you reach my voice mail, which is likely, please leave a message with a telephone number where you can be reached and a time when you can be reached.; I will call back, as soon as I can or when you specify, if I can do that.

### *Texts*

You may text me at (833) 209-8519. Send me texts, if that is your preferred way of communication.

### *Office Hours*

I don't maintain an office at the Law Center. If you need to visit me in person, please call, text, or email me, and we'll meet. I will be available, for a short while, after class. Depending on whether there is another class scheduled after this class, discussions may have to take place outside of the classroom. If it makes sense, we can schedule a Zoom call.

### *Laptops and Cell Phones*

Use of laptops during class is allowed – and encouraged. If you have set up your laptop to play sounds or music when email arrives, or when documents are opened, either turn that feature off, mute it, or lower the volume to where it will not be an annoyance. To surf the web instead of paying attention, that's your choice – just don't interrupt or bother the rest of the class.

Please turn off, mute, or change your cell phones to a vibrate mode. If there is a reason to leave it on because of family or other emergencies, that's understandable, but if you must have a conversation, please leave the room. You need not ask me.

## PART SIX – UNIVERSITY AND LAW CENTER NOTICES

### ***Honor Code***

The Law Center's Honor Code applies to all aspects of this course. Each student is responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please ask if there are questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. A student's continuing enrollment in this course is considered a pledge by the student under the Honor Code to comply with the Honor Code and to comply with the instructions in the course syllabus.

### ***AI Generated Text***

The Law Center has issued a variety of rules regarding the use of AI Generated Text. It is almost impossible to regulate this, and a student should know the Honor Code, and when working on an assignment, to make sure the student adheres both to the Honor Code and to the requirements of the Law Center.

### ***Counseling and Psychological Services (CAPS)***

CAPS can help students having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/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. [www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html).

### ***Sexual Misconduct Policy***

The University will maintain and strengthen 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, available here:

<http://www.uhsystem.edu/compliance-ethics/uhs-policies/sams/01-generalinformation/index.php> <http://www.uhsystem.edu/compliance-ethics/docs/sam/01/1d7.pdf>  
(antidiscrimination) <http://www.uhsystem.edu/compliance-ethics/docs/sam/01/1d8.pdf> (sexual misconduct)

Please be aware that under the sexual misconduct policy, SAM 01.D.08, faculty must report to the University any information received regarding sexual misconduct as defined in the policy. The reporting obligations under the sexual misconduct policy reach employees and students. Also, as a required reporting party, Law Center employees and faculty members are not a confidential resource.

### ***Names and Pronouns***

Chosen names and preferred pronouns (including non-binary ones such as they/them/their) must be respected in my classroom. Please contact 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.

***Recording of Class (required for all courses)***

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 [Center for Students with Disabilities](#). 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 may not be shared with *anyone* without the prior written approval of the instructor. Failure to meet requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

***Syllabus Changes (required for all courses)***

Due to the changing nature of the COVID-19 pandemic, I may need to the course syllabus and may do so. Notice of such changes will be announced quickly through text or email.