



LEG-507: LEGAL RESEARCH AND WRITING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

LEG - Legal Assistant

Course Number

507

Course Title

Legal Research and Writing

Short Title

Legal Research & Writing

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course introduces the customary methods of conducting in-depth legal research and writing subject matter reports on legal issues, case briefings, and citations. The course integrates critical analyses of researched material and presentation of researched findings through persuasive writing and proper formatting specific to the legal field.

Requisites

Pre or corequisite(s)

Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)

LEG-100 (with a grade of C or better)

Codes

TOP Code (CB 03)

1402.00* - *Paralegal

CIP Code

22.0302 - Legal Assistant/Paralegal.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Law (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze, critique and synthesize primary and secondary legal authority to interpret case law and statutes, applying advanced reasoning to complex legal issues and evaluating their broader implications for equity, inclusion, and justice.

2. Design and construct professional legal documents—including memoranda, briefs, pleadings, contracts, and affidavits—demonstrating accuracy, organization, proper citation, and adherence to ethical and professional standards and social justice considerations.
3. Integrate and communicate legal analysis effectively in written and oral formats, using persuasive reasoning, rhetorical precision, and cultural awareness and sensitivity to diverse audiences and perspectives.
4. Apply and refine principles of legal writing, citation, and rhetoric to produce coherent and sound legal work products and to advance and promote equitable, inclusive, and professional standards of legal advocacy.
5. Develop and evaluate litigation-related documents—including trial briefs, motions, and memoranda of law—by integrating research, factual analysis, and persuasive legal argumentation.
6. Design and organize supporting legal materials such as letters of transmittal, affidavits, tables of authorities, and jurisdictional statements that demonstrate proper citation, structure, and attention to professional standards.
7. Analyze and apply principles of persuasion, tone, and style to strengthen clarity, professionalism, ethical considerations, and equity in legal drafting and advocacy.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will conduct basic legal research in general areas of the law.
2. Students will draft legal documents, including memoranda of law and legal correspondence. will be able to draft various legal documents including memoranda of law and legal correspondence. (Work Based Learning Outcome).
3. Students will compose law office communications using correct legal terminology and professional formatting.
4. Students will analyze a paralegal's ethical duties in legal research and writing.

Content

Course Lecture Content

1. Overview and introduction to legal research
 - a. Distinguish between legal theory and practical application.
 - b. Review the role of the paralegal in legal research and writing.
 - c. Discuss ethical responsibilities in handling legal research, client information, and sensitive data.
2. Foundations of legal research
 - a. Historical development and evolution of legal research.
 - b. Importance of the research process, including identifying legal issues and locating authoritative sources.
 - c. Use of law libraries, online databases, and digital legal research platforms (e.g., Westlaw, LexisNexis).
3. Legal research techniques
 - a. Developing a structured research methodology for complex legal questions.
 - b. Locating and interpreting case law, statutes, and legislative history.
 - c. Researching constitutional law, local ordinances, regulations, and administrative law.
 - d. Understanding and accessing court rules.
 - e. Monitoring proposed legislation and regulatory changes.
 - f. Validating research findings for accuracy, relevance, and authority.
4. Research assignments
 - a. Applied exercises to reinforce legal research skills.
 - b. Case study analysis, precedent identification, and drafting research memoranda and briefs.
5. Introduction to legal writing
 - a. Overview of legal writing principles.
 - b. Sentence construction: topic, support, and concluding sentences.
 - c. Paragraph development: structure, coherence, and transitions.
 - d. Application of the Rhetorical Triangle: audience, purpose, context.
 - e. Legal genres in discovery and factual documentation.
6. Integration of legal research into legal writing

- a. Applying authority from research in writing.
 - b. Writing style and tone appropriate for professional legal documents.
 - c. Proper citation form according to professional standards (e.g., Bluebook).
7. Legal correspondence
 - a. Drafting professional client letters and demand letters.
 - b. Emphasis on clarity, tone, and persuasiveness.
8. IRAC method
 - a. Preparing research and structuring legal writing using IRAC.
 - b. Identifying key facts, legal issues, applicable rules, analysis, and conclusions.
 - c. Developing concise and persuasive legal arguments.
9. Writing assignments
 - a. Drafting memoranda of law based on factual scenarios.
 - b. Structuring and styling appellate briefs and persuasive legal writing.
 - c. Reinforcing integration of research and writing skills.
10. Drafting legal documents
 - a. Applying IRAC to drafting complaints, pleadings, and motions.
 - b. Preparing trial briefs, motions, and supporting legal documents.
 - c. Emphasis on organization, clarity, citation, and professional format.
 - d. Complaints and pleadings.
 - e. Trial motions and briefs.
11. Mock Client Interview and Deposition
 - a. The client interview.
 - b. Deposing witnesses.
 - c. Fact-gathering and issue-spotting.
 - d. Drafting depositions.
 - e. Professional communication, analytical reasoning, and ethical considerations in client and witness interactions.
 - f. Equity, diversity, and inclusive considerations when engaging with clients and witnesses.
12. Final research and writing assignment
 - a. Comprehensive project incorporating feedback and integrating research, legal analysis, and professional writing.
 - b. Demonstrating mastery of legal research, writing, and ethical principles.
 - c. Creating a polished legal document with proper formatting and citations suitable for submission to an attorney or court.

Methods of Instruction

Method

Discussion

Integration

In class students will be placed in groups, in an asynchronous class, discussions will be placed on a CMS discussion board to explore key concepts, methods, and structures and processes related to the fundamental concepts of legal research and writing. Students will respond to a prompt connecting foundational legal research and writing skills—such as case analysis, citation, or drafting—to current legal issues and events. Students will post their initial responses to the discussion board and thoughtfully reply to at least one peer, comparing perspectives and identifying how diverse viewpoints and experiences can shape approaches to legal reasoning and communication. The discussion will encourage critical thinking, collaboration, and the application of course concepts in real-world contexts.

DE Adaptations for MOI

Discussion materials and prompts will be posted in accessible digital formats within the CMS discussion board, including captioned or transcribed videos, screen reader-compatible documents, and visual materials with alt text. Discussion prompts will be designed to include diverse legal perspectives, case examples, and cultural contexts,

Method

Group Projects

Integration

Students will be presented with a legal issue, fact pattern and scenario provided by the instructor. Students will be divided into two groups, representing the plaintiff and the defendant, to collaborate on the legal research and writing project. Each group will analyze the legal issues, apply relevant laws, and present possible outcomes supported by authority and reasoning.

Groups will meet in person or coordinate optional live sessions via video conferencing, ensuring flexibility and inclusion for all learners. Students will collaborate through the CMS (Canvas) using the group discussion boards, shared documents, and messaging tools.

Each group will create a recorded presentation summarizing their findings and analysis using Canvas Studio Capture or a comparable accessible video tool. Presentations will be uploaded and shared via a Discussion Board thread for peer feedback and instructor evaluation.

Students will engage in constructive peer review by commenting on the other group's presentation.

DE Adaptations for MOI

Students will access the group project assignment via the CMS. The project instructions, grading rubrics, and resources will be provided in accessible formats within the CMS, meeting ADA and UDL standards (e.g., captioned videos, alt text for visuals, screen-reader compatible materials). Students will use legal research platforms, such as Westlaw and other search engines, to conduct legal research and demonstrate analytical reasoning. Students will share group presentations in the CMS using the Canvas Studio Capture platform.

Method

Papers and Reports

Integration

Students will be provided with a sample case scenario to conduct legal research and analysis using the IRAC Method for persuasive legal writings to demonstrate a student's ability to locate, evaluate, and apply primary and secondary sources of law to develop a well-reasoned, properly formatted legal document. Students will integrate skills in critical thinking, legal analysis, professional writing, and legal communication. The assignment reinforces learning outcomes related to legal research, reasoning, and effective written communication in legal contexts.

DE Adaptations for MOI

Students will access the paper assignment, research resources, and submission portal through the CMS. All materials, including sample templates, grading rubrics, and instructional videos, will be available in accessible, ADA-compliant formats (e.g., captioned media, screen-reader-compatible documents, and alt text for visuals). Students will conduct their research using online legal research databases, such as Westlaw and other approved online legal databases. Drafting and peer-review activities will occur asynchronously within the CMS using discussion boards or collaborative document tools, allowing students to exchange feedback and reflect on diverse perspectives in legal reasoning.

Final papers will be submitted electronically through the CMS for instructor evaluation and individualized written and/or recorded comments and feedback to support student learning and access.

Method

Lecture

Integration

Lectures presented in-person and via the CMS will include audio/visual presentations, PowerPoints, whiteboard, etc and cover an overview of California and federal laws, professional codes of conduct, and academic standards that guide effective legal research and writing.

Lecture will include discussion of historical and current developments that have shaped approaches to legal research and writing, and the role of advocacy in addressing issues of justice.

Examination of California law, federal law, and professional ethical rules as they relate to accuracy, fairness, and bias in legal writing and research methodologies and citation practices.

Illustration of past and current real-world instances where legal research and writing have been used to address or illuminate issues of bias, fairness, and equal access in the society.

DE Adaptations for MOI

Students will have access to lectures and course materials in electronic format within the course management system (CMS), in compliance with accessibility and closed-captioning requirements. The instructor will send weekly announcements and mid-week reminders containing links to course modules, assignments, and resources. Lectures and instructional content will be delivered through video conferencing, recorded presentations, multimedia resources, and web-based materials that supplement and reinforce the assigned readings in the course textbook.

Methods of Evaluation**Method**

Class Participation

Integration

Students will be evaluated on their preparation for each class based on the students' demonstration of comprehension of the class topic and ability to integrate the topic concepts in meaningful participation in class discussions. In class or via CMS engage students and provide opportunity for student articulation of legal terms and concepts, reading and lecture materials, case studies, historical industry discriminatory practices and current events. Discussions will be evaluated based on participation - initial response, content, peer responses, and completion.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings via Zoom, or other online college approved methods.

Method

Papers

Integration

The students will be required to prepare several pleadings and persuasive writings. Students will be required to complete assignments such as IRAC analyses, pleadings, and persuasive legal writings. These will be evaluated on the clarity and accuracy of grammar and mechanics, adherence to proper legal formatting and citation standards, and the effectiveness of presenting well-reasoned, persuasive arguments supported by thorough and credible legal research.

DE Adaptations for MOE

Assignments will be posted in the CMS for asynchronous/synchronous courses, or other online college approved methods, with submission instructions and due dates. Instructor sends weekly announcements and reminders for weekly assessment due dates.

Method

Exams/Tests

Integration

Students will complete exams designed to measure their comprehension and application of key legal research and writing concepts, principles, and terminology. Students will complete exams that may include a combination of multiple-choice questions, short answers, essay questions, and IRAC-based legal analyses. Students will complete document drafting exercises that reflect practical legal tasks, relevant legal rules and authorities to factual scenarios, logical reasoning and analytical writing skills, legal terminology, citation format, and document structure. Students will take examinations to demonstrate critical thinking and real-world application of course content rather than rote memorization.

DE Adaptations for MOE

Quizzes, exams and essays will be administered through the CMS. Exams will include auto-graded components (e.g., multiple choice) and instructor-graded written components (e.g., IRAC essays or case analyses). Assessments will adhere to accessibility standards, including compatibility with assistive technologies. Students will receive timely feedback through the CMS, with opportunities for clarification and reflection to support continuous improvement and equitable learning outcomes.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

In-Class Writing Assignment: Mock Interview / Deposition

You will participate in an in-class writing activity, a mock client interview and a deposition using scenarios that will reflect diverse clients and witnesses, cultural contexts, and social justice issues to demonstrate equitable representation and an awareness of how diversity, language, and bias-influenced engagement impact the fact-gathering process, client interviews, and witness depositions in a professional setting and legal practice.

The assignment is designed to strengthen fact-gathering and analytical questioning skills used in legal research and case preparation, encourage critical thinking, empathy, and attention to ethical considerations in client and witness interactions.

Using a sample case scenario provided by the instructor, you will draft a set of deposition and client interview questions aimed at uncovering key facts, clarifying legal issues, identifying potential evidentiary strengths or weaknesses, and demonstrating awareness of cultural differences, principles of equity and inclusion, and diverse populations and perspectives.

After drafting your questions, you will pair with a classmate to conduct a brief simulated client interview or witness deposition, practicing professional communication, note-taking, and follow-up questioning techniques.

Evaluation will be based on relevance and clarity of drafted questions, application of legal concepts and issue-spotting, completeness and organization of written materials, Evaluation of professionalism and communication during simulation will be based on your awareness of and sensitivity towards diverse populations, cultural contexts, equity and social justice issues, equitable representation, awareness of how diversity and language influence fact-gathering and client and witness engagement in a legal practice.

How assignment will be adapted in online format

Students will access the case scenario and assignment instructions through the CMS. Students will be assigned a peer partner.

Students will draft deposition and interview questions in a shared or individual document, such as Google Doc.

Scenarios will reflect diverse clients and witnesses, cultural contexts, and social justice issues, ensuring equitable representation and encouraging awareness of how diversity, language, and bias-influenced engagement impact the fact-gathering process, client interviews and witness depositions in a professional setting and legal practice.

With their assigned peer partner, students will record a simulated interview or deposition within the CMS, using Canvas Studio, Zoom, or another platform, role-playing both interviewer and witness/client.

Students will upload their written questions and video recordings to the CMS for instructor feedback and peer review.

A discussion board or reflection post will follow within the CMS allowing you to comment on communication strategies, question design, and ethical considerations in virtual interviews.

All materials and instructions will be provided in accessible formats (captioned videos, screen-reader-compatible text, alt text for visuals).

Instructor will provide written, audio, video feedback, and grades within the CMS to support individualized learning and skill development.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Office Memorandum and Trial Brief

This summative writing assignment integrates legal research, analysis, and persuasive writing to demonstrate mastery of legal communication skills developed throughout the course.

Part I: Office Memorandum

You will conduct comprehensive legal research to identify and analyze the legal issues presented in a sample case. You will then draft a professionally formatted legal office memorandum that summarizes the facts, identifies the relevant legal questions and issues, applies the relevant and controlling law, and provides a reasoned conclusion. The memorandum will be evaluated on:

- Depth and accuracy of legal research and analysis
- Organization and clarity of writing
- Proper use of legal citation and formatting conventions
- Objective tone and logical reasoning
- Professional presentation and adherence to assignment guidelines

Part II: Trial Brief

You will use the same sample case and legal memo to prepare a persuasive trial brief designed for submission to a judge. The brief must demonstrate the your ability to advocate effectively by applying rules of law to the facts, organizing arguments logically, and presenting them with professional legal writing style and rhetorical precision. The trial brief will be evaluated on:

- Persuasive argumentation and application of law to facts
- Clarity and structure of legal reasoning
- Proper citation and formatting (Bluebook or ALWD standards)
- Strength and credibility of supporting authority
- Professional tone and attention to audience and purpose

How assignment will be adapted in online format

Lecture and guided Instructions for completing and submitting the Office Memorandum and Trial Brief assignment will be provided within the CMS. Instructional support and resources include:

- Module content pages providing supplemental instruction and content
- Recorded mini-lectures or captioned tutorials on memorandum and brief formatting
- Sample documents and templates accessible in screen-reader-compatible formats
- Step-by-step research guides using online legal research platforms, such as Westlaw and other approved databases
- Weekly announcements and mid-week reminders to support time management and milestone completion

Student engagement and assessment:

- Students will participate in asynchronous discussion or peer-review activities to exchange feedback on argument structure, clarity, and professional tone.
- Drafts and final submissions will be uploaded through the CMS for instructor evaluation and individualized written, audio, or video feedback.
- All materials will meet ADA and Universal Design for Learning (UDL) standards (captioning, alt text, accessible PDFs, and plain language instructions).
- Students will be expected to demonstrate professionalism, ethical awareness, and cultural sensitivity in both written submissions.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read Chapter 3, Legal Genres (Chew, Prayal textbook) to learn about the different types of Legal Genres, how to apply the Rhetorical Triangle's components of audience and purpose to legal genres, and which legal genres are most effective in different scenarios.

Read Chapter 2, Legal Research Techniques (Dudovitz textbook) to learn the basic fundamentals of legal research for document mapping, to learn how to use online and print legal search terms for legal research, and to help you become familiar with the variety of ways to conduct research.

The assigned chapters provides research techniques to help you become a more effective researcher and should be used as an ongoing resource and reference guide that we will continue to revisit throughout this course.

How assignment will be adapted in online format

Students will access assigned chapters via the physical textbooks or via the digital textbook platform. Chapter PowerPoints and module content pages are provided within the CMS summarizing and expanding key concepts—such as the components of the Rhetorical Triangle (audience, purpose, and context)—and demonstrating how these apply to various legal genres, including case briefs, memos, pleadings, and persuasive writing.

A guided reading activity and discussion post will be within the CMS. Students will identify the rhetorical strategies used in a selected legal genre and explain how audience and purpose shape legal writing choices to illustrate effective genre use. Within the CMS, students will submit an initial response and peer response to demonstrate student-to-content and student-to-student engagement. Instructor will provide written, audio or video feedback within the CMS to reinforce comprehension and support diverse learning preferences. All materials will be presented within the CMS in accessible formats (captioned videos, screen-reader-compatible documents, and alt text for visuals).

Course Materials**Textbooks**

Legal Research and Writing For Paralegals, Tenth Edition 2024. Deborah Bouchoux.

Other Resources

The Bluebook: A Uniform System of Citation, 22nd Edition. Harvard Law Review, 05-20-2025.

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course covers the fundamentals of legal research and writing for paralegals and examines the ways in which laws and the practice of law have evolved within power structures. It also explores the impact of oppression and bias, and how these forces continue to impact communities marginalized by society. Within the course content, students analyze historical and contemporary examples of discriminatory practices that have influenced legal standards, representation, and access to justice. The Methods of Instruction and Assignments include case studies, research projects, writing exercises and activities, such as reading cases, conducting mock interviews and examining witnesses during mock depositions, that require students to evaluate legal authority, policies and practice through lenses of race, culture, gender, sexuality, and socioeconomic status. Legal opinions and text reflecting diverse legal scholars and perspectives addressing equity in legal systems is utilized and explored. Finally, students' work will be evaluated based on their ability to apply ethical reasoning when conducting legal research, drafting documents, and presenting analysis, and engaging with case scenarios that reflect diversity and engaging with their diverse peers. Collectively, these components ensure that DEIA principles are embedded throughout the course curriculum to create a learning environment where diverse populations, perspectives, and learning styles are valued welcomed, and supported.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support diverse learning needs and increase accessibility, the course uses a variety of instructional methods, assessments, and assignments that allow students to demonstrate their learning in multiple ways. This multimodal approach increases engagement and success outcomes for students from historically marginalized populations in higher education.

DEI principles are embedded throughout the course to ensure that students from varied backgrounds and learning styles are centered. Examples include: 1) images, infographics, and case law visualizations to support visual learners; 2) podcasts and recorded lectures to support auditory learners; 3) mock interviews, depositions, and oral presentations to support kinesthetic learners; 4) short research papers and writing assignments to strengthen reading and writing skills; 5) logical exercises such as organizing authorities, analyzing precedent, and comparing statutory frameworks to support analytical learners; and 6) reflective discussions and collaborative projects that foster interpersonal, intrapersonal, and equity-focused learning experiences.

Methods of Instruction incorporate culturally relevant course materials using both formative and summative assignments, with an emphasis on scaffolding to help students build familiarity and confidence in discussing and applying legal research and writing concepts and practices. Student growth and learning is prioritized by encouraging participation, interactive discussions, and critical assessment of legal research strategies, scholarly literature, legislative materials, state and federal laws, and professional ethical standards in the legal and paralegal fields.

Materials and case studies reflect diverse cultural, social, and historical perspectives, emphasizing how law intersects with issues of bias, access, and justice. Instructor uses scaffolding, collaborative learning, and culturally responsive examples to support students with varied educational backgrounds and learning styles.

Assessments and Methods of Evaluation promote equity through multimodal opportunities for students to demonstrate understanding, including written briefs, oral presentations, mock client interviews and witness depositions, and reflective discussions. Transparent grading rubrics and formative feedback encourage growth and accountability. Instructional materials incorporate visual, auditory, and experiential resources to increase accessibility, belonging, and engagement for all learners.

Classroom interactions emphasize respect, inclusion, shared inquiry and cultural knowledge, and creating a supportive learning environment where diverse populations and perspectives are valued. Collectively, these design elements ensure that DEIA values are intentionally integrated across all aspects of course content, instruction, observation, assessment, and evaluation.

Interactions

Explain how the course will incorporate student-to-student interaction.

In the online environment, students will engage in collaborative activities such as break-out rooms, discussion boards, and small group projects focused on legal research and writing. Using the CMS, students will analyze and critique sample legal cases, draft IRAC analyses, and participate in peer review of office memoranda, trial briefs, and persuasive writing assignments. Synchronous sessions may include breakout simulations for client interviews or depositions, allowing students to practice professional communication and legal reasoning.

In the face-to-face environment, students will interact through in-class discussions, group case analyses, and role-playing simulations, collaboratively drafting legal documents and debating procedural and substantive issues.

Across both modalities, instructional methods and assignments foster collaboration, community, and professional skill development, allowing students to apply legal concepts, evaluate fact patterns, and refine their analytical writing through peer engagement consistent with the practices of the legal profession.

Explain how the course will incorporate instructor-to-student interaction.

In the online environment, instructors will facilitate learning through a combination of asynchronous modules and synchronous sessions delivered via the CMS and college-approved platforms, such as Zoom or Canvas Studio. Instructor will provide weekly announcements, mid-week reminders, video lectures, module content pages with supplemental instruction, discussion prompts, and assignments to guide students through key concepts in legal research and writing. Regular written, audio, or video feedback on IRAC assignments, office memoranda, and trial briefs will be provided through CMS tools. Instructor will host virtual office hours and check-ins to support student progress and clarify complex legal issues or formatting requirements.

In the face-to-face environment, instructors will engage students through interactive lectures, guided discussions, and in-class writing exercises that reinforce legal reasoning and document drafting skills. Group activities, case analyses, and role-playing simulations will be used to promote critical thinking and collaborative learning.

Across both modalities, instructors will create an active, inclusive learning environment that fosters student engagement, critical thinking, and the practical application of legal concepts to real-world contexts.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through applied learning activities. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a real-world context. Student essays and projects will also reflect their understanding of content, reflect their voices, and allow opportunity for deeper engagement.

Modules include content, discussions, assignments, quizzes and exams to actively engage students with the content. Modules facilitate application of theoretical concepts to real-life scenarios. Discussions facilitate critical thinking and allow students to pose questions, discuss concepts and share insights. This encourages collaboration and a deeper understanding of the legal field. Incorporating role-playing assignments offer students an immersive learning experience. Students simulate real-life case studies related to discrimination to demonstrate knowledge and application of state and federal laws, ethical practices and standards of professional conduct in practical situations.

Peer-to-peer learning activities, such as group projects and collaborative problem-solving tasks are used foster a sense of community among students.

Utilizing various learning technologies, such as videos, podcasts, physical exploration of neighborhoods, support student individual learning styles and preferences to enhance engagement and motivation. The course design, curriculum, assessments, and learning modalities stimulate critical thinking, increase problem-solving skills, prompting students to analyze and evaluate various lending scenarios to prepare them for the complexities of the legal field.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and video presentations will allow student-to-self interaction to assess understanding and identify areas for added clarification or deeper dives into content. Writing assignments will help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions (for both face to face and online (both synchronous and asynchronous) where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, their individual learning process, and the diversity of experiences that contribute to and impact the industry and society at large.

Course content and activities encourage student self-interaction to foster a deeper understanding of the law and their role as paralegals. Students are encouraged to think critically, analyze their learning process, and reflect upon their progress. Written assignments, discussion questions, quizzes and exams help students gauge their comprehension of concepts, identify strengths and challenges, and areas requiring more focus to reach their goals. This increases students sense of self-awareness and supports them

in their growth and development of taking responsibility for their own learning. Constructive feedback is provided weekly and students are asked to consider their responses and reflect upon how they can improve.

Throughout the course, students are encouraged to reflect on their learning experiences, such as asking them to consider how they would apply state laws, ethics and professional codes of conduct to current immigration law practices. Using real-world scenarios to simulate past and present practices provide student opportunities to think critically about their learning processes. Assessments encourage articulation of important concepts and reasoning, help monitor understanding and progress, and enhance students overall academic growth.

Key: 1996