May 30-31, 2019
Georgia State College of Law – Atlanta, Georgia
Knowles Conference Center, Lower Level
Conference Website: https://elibrary.law.psu.edu/tttconference/2019
Twitter Hashtag: #ttt19

Conference Materials
This is Your Brain on Science: Using Cognitive Theory to Strengthen Students’ Learning

Prediction: Preparing your brain for learning before learning
Example: Students asked to make predictions, activating, prior knowledge in the learner, improved both comprehension and memory of new material.

Scaffolding: Training wheels for learning
Example: IRAC research log, which bases research analysis on a structure students already understand, while also breaking research analysis down into manageable pieces.

Spaced Retrieval: Spacing out practice sessions over time
Example: Students have four short lessons to complete. Half the group completes all four lessons in a single day. The other half completes the same lessons, but spread out with a week in between each lesson. A month after the last session, those whose lessons are spaced out outperform their colleagues in all areas.

Interleaving: Mixing up practice of two or more subjects
Example: Students are learning how to do four types of problems. One group worked a set of practice problems clustered by problem type; the other group did the same problems but mixed. In a test a week later, those who did the mixed group significantly outperformed the group who completed the clustered set.

Self-Explaining: Problem-solving aloud to themselves or others
Example: Student asked to self-explain their problem-solving aloud, rather than passively performing and answering, fosters knowledge acquisition and promotes transfer of knowledge to new situation.
This Is Your Brain on Science: Using Cognitive Theory to Strengthen Students’ Learning

Which legal research skill am I trying to strengthen and why?
Ex. Locating a relevant state statute by topic. We’ve noticed that students struggle with statutory research long-term.

How long is my class/workshop and how much time do I have to incorporate a small teaching tool?
Ex. Sessions are X minutes and already cramped because I only get X number of sessions with students in the fall semester, so ideally something that takes less than 5 minutes.

What small teaching tools could I try to utilize in the time I have? Which best solves my problem?
Ex. Prediction: have students work in teams guessing the process they would use to find a statute by topic before demoing and then walk through process as a class. Ex. Interleaving: incorporate a short, start-of-class exercise a few weeks after introducing statutory research to give students another opportunity to test skills.
Teaching the Teachers Conference 2019
This Is Your Brain on Science:
Using Cognitive Theory to Strengthen Students’ Learning

TOP FIVE ACCESSIBLE READS ON COGNITIVE THEORY

Make It Stick:
The Science of Successful Learning,
by Peter C. Brown et al.

Small Teaching: Everyday Lessons from the Science of Learning,
by James M. Lang

Understanding How We Learn: A Visual Guide,
by Yana Weinstein & Megan Sumeracki

How We Learn: The Suprising Truth About When, Where, and Why It Happens,
by Benedict Carey

Design for How People Learn (2nd ed.),
by Julie Dirksen
“Unfortunately, many have interpreted the move to active learning to mean that the lecture should be abandoned, [but] the call to include more active strategies and the push to emphasize more learner-centered instruction was not based on evidence that lecturing was in itself a bad instructional approach.”

Christine Harrington & Todd Zakrajsek, Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness 6 (2017).

Types of Lectures

 Formal/Paper-Reading

 Characteristics: orally delivered, aurally received; typically not accompanied by visuals; common at conferences

 Pros: well-organized, informative, controlled

 Cons: students often think they could have learned the material on their own; low attention; hard to be engaging

 Storytelling

 Characteristics: use of context and characters to provide meaning to course content; professor typically walks around the classroom as the story unfolds, rather than standing behind a lectern

 Pros: easy to catch audience’s attention; familiarity of the framework typically results in greater amounts of new knowledge learned

 Cons: time-consuming to create; time-consuming to share

 Discussion-Based

 Characteristics: use of questions as organizational structure; lecture woven into discussion (ex: Socratic method)

 Pros: high level of student involvement; engagement with course materials begins prior to class; flexible, typically adapting lecture based on comments and questions brought up during discussion

 Cons: much less structured; may result in missed content; assumes all students are comfortable with large group discussion; reliant on student preparedness
Visually-Enhanced

**Characteristics:** integration of slides or any other visual tool into any form of lecture

**Pros:** can increase learning by letting students encode information via auditory and visual channels; often well-organized; visual eases later retrieval of information

**Cons:** high level of organization can also lead to rigidity; tendency to go too quickly; tendency to not allow for questions; if not used properly, visuals can be a hindrance to learning (distracting)

Demonstration

**Characteristics:** professor illustrates how to complete a task while explaining it; students are typically then provided an opportunity to apply what they’ve learned, either in-class, in a lab, or as a homework

**Pros:** lecture content is immediately relevant; learning and engagement levels are high

**Cons:** significant amount of planning and in-class time, therefore, less time for content coverage in class

Online

**Characteristics:** typically shorter than an in-class lecture (but not necessarily); may include the professor’s image, or may be voice-over

**Pros:** ability to watch multiple times; reusable (if content is not outdated)

**Cons:** not as engaging; accessibility issues; inability to see verbal and nonverbal reactions from students; time-consuming to make

Interactive

**Characteristics:** combination of lecture and brief active learning opportunities; lecture typically very focused and brief (10-15 min)

**Pros:** opportunity for students to immediately practice or implement content; less loss of attention with brevity

**Cons:** time-consuming to come up with activities; less content covered in class; students may shift off-task during the interactive component
Tips to:

Build Upon Students’ Prior Knowledge

*This includes not only content you’ve covered earlier in the semester, but also courses students have taken in the past, as well as other shared/relatable life experiences.*

**Strategies:**
- Administering a pretest
- Quick quizzes
- Explicit links (how does this week’s content relate to last week’s?)
- Mini lessons about the readings (how to approach the readings, highlights to look for)

Capture Students’ Attention & Emphasize Important Points

*Attention spans ebb and flow throughout a lecture.*

**Strategies:**
- Establish a class culture that’s focused on learning early on (ex: policy statements in the syllabus)
- When off-task behavior occurs, address it
- Discuss the detrimental effects of multi-tasking
- Identify the big ideas in each lecture
- Use a hook or attention-getter (ex: 90-second activity, consistent trope, like starting every new topic with a quote, statistic, or image)
- Be passionate!
- Use gestures or symbols
- Build in active learning breaks

Make Effective Use of Multimedia & Technology

*Technology can be a great asset to a lecture, but it can also be a great hindrance.*

**Mayer’s Multimedia Research-Based Principles**
- **Multimedia Principle: Images are Powerful Learning Tools**
  - Picture superiority effect – we have a tendency to remember pictures more easily than words
- **Coherence Principle: Less is More**
  - Students tend to learn more with less on the slides
- **Signaling Principle: Emphasize Important Points**
  - This can be accomplished with bold or large fonts, arrows, or even simply the actions of the professor.
Personalization Principle: Keep it Conversational
  o Language on a slide should be simple, conversational, avoid jargon

Modality Principle: Be Quiet
  o Avoid text on slides

Use Examples to Convey Meaning

Help students master new information by using familiar experiences to help them relate.

Suggested strategies:
  • For each big idea conveyed in a lecture, offer two unique examples
  • Incorporate relevant case studies
  • Think, Pair, Share
  • Have students fill out example tables (column 1: big ideas; column 2: examples)
  • Send students on a web quest to find their own examples

Offer Opportunity for Reflection

Reflection helps students develop critical thinking skills. This could be contextual reflection, in which students show that they understand new content in relation to their current knowledge; or personal reflection, in which students reflect on their own progress in or relation to the course.

Suggested strategies:
  • Have students write a 1-minute (or 2-5 min) paper (you may or may not have them turn it in)
  • Have students construct a concept map and share with their neighbor
  • Think, Pair, Share
  • Have students review their notes on a topic and compare with a neighbor
  • Have students maintain a reflection journal, blog, or wiki
  • Have students tweet summaries of topics on Twitter

Offer Opportunity for Retrieval

In terms of the three-step learning and memory process – encoding, storage, and retrieval – most teaching texts focus on the first two, but retrieval is equally important. How do we facilitate retrieval? In a nutshell, practice makes perfect.

Strategies:
  • Traditional quizzes
  • Clicker/polling quizzes
  • Interactive quizzes (work with a group)
• Have students give brief presentations
• Have students write up 1-page summaries

Make Use of Effective Questioning

_Students typically respond better to higher-level questions as opposed to quick recall questions._

**Strategies:**

• Use recall questions for a quick comprehension check
• Questions about the reading assignment
• Questions posed at the beginning of the lecture (that will be answered during)
• Questions that invoke critical thinking
• Online discussion

And don’t forget...

Evaluate yourself!

_Students aren’t the only ones who need feedback!_

Reflect on your own lectures | Have colleagues sit in and observe | Survey your students

Questions? Email Ashley! aaahlbra@indiana.edu

Every Handout Counts: Top 7 Tips on Effective Handout Design

1. **Keep it simple.**
   Stick to key words and concepts, avoid unnecessary details, include relevant graphics or illustrations if appropriate

2. **Coordinate.**
   Your handout should follow the same structure as your presentation.

3. **Short & Sweet**
   Don’t overwhelm your audience. It’s generally a good principle to stick to one or two pages.

4. **Standalone Product.**
   Handouts may get passed along to others, or even simply picked up months after your presentation. Make sure the content is clear on its own.

5. **Appearance is (almost) everything.**
   Leave plenty of white space, break up text into smaller chunks, create a varied, but consistent look, and avoid any distracting graphics or fonts. Proofread!

6. **Leave room for notes!**

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7. **Who ya gonna call?**
   Don’t forget your contact information.

Ashley Ahlbrand, Indiana University Maurer School of Law | aaahlbra@indiana.edu
Presentation available at Emaze: https://www.emaze.com/@AOCTLIOLI/every-handout-counts?redaolon #ttt19
Contents:

- Game directions
- Four-sided Dice Templates
- Statutes & Searching Worksheet (for advanced students)
- Statutes & Searching Answer Key
- Statutes & Regulations Worksheet (for 1L classes)
- Statutes & Regulations Answer Key

Game Directions

Introduction:

This game can be played with first year (1L) or advanced legal research (ALR) students, but the objectives and questions for each are slightly different. For ALR students, Statutes & Searching is intended to encompass various methods for finding statutes only; for 1Ls, Statutes & Regulations is intended to encompass simpler methods for finding statutes and regulations.

Learning Objectives:

1L Statutes & Regulations: In conjunction with relevant lecture, reading, or other teaching methods, this game will enable students to:

- Understand and articulate the differences between statutes and regulations;
- Use effective keyword searching to locate federal statutes and regulations; and
- Effectively use the table of contents and index to locate federal statutes and regulations.
ALR Statutes & Searching: In conjunction with relevant lecture, reading, or other teaching methods, this game will enable students to:

- Understand and articulate different research strategies for locating federal statutes;
- Use effective keyword searching to locate federal statutes;
- Effectively use the table of contents and index to locate federal statutes; and
- Become familiar with free online sources for statutory research.

Getting Started:

Divide the class into groups of three, if possible. Each group should receive one worksheet and one four-sided die (also known as 1d4). Four-sided dice may be purchased from various places, or the attached templates may be used to create your own, either with numbers or text.

The instructor should be prepared with one copy of the answer sheet. It can be helpful to have a second instructor or a teaching assistant in the room, also with a copy of the answer sheet, particularly for large classes.

Students should be instructed in how to read the dice, the dice keys and research methods, how to play the game, and what prizes will be awarded.

The Dice:

Four-sided dice generally come in two styles:

![Die Styles](image)

For the die on the left (blue), the result of the roll is the number on the bottom of the die (here, 2). For the die on the right (red), the result of the roll is the number on the top point of the die (here, 4). For either style, the result will be the number that is correct-side-up and in the same position on all visible sides.

Dice Keys & Research Methods:

For 1L Statutes & Regulations, rolling an even number (2 or 4) means that the student must use keyword searching to locate the answer. Rolling an odd number (1 or 3) means that the student must use the index and/or browse the table of contents to locate the answer.

For ALR Statutes & Searching, each number (1-3) on the die indicates a different research method that can be used on either Lexis or Westlaw. Rolling a 1 means that the student must browse the U.S. Code Table of Contents to locate the answer. Rolling a 2 means that the student must use the U.S. Code Index to locate the answer. If the index entry leads to “et seq.,” the student is permitted to look at the Table of Contents for that Chapter of the Code only. Rolling a 3 means that the student must use keyword or Boolean searching within the U.S.
Code. Rolling a 4 indicates that the student may only use free online resources to locate the answer; that means no Lexis or Westlaw use is permitted. However, any research method or source that is freely available may be used. This may include a Google keyword search, browsing the U.S. Code Table of Contents on http://uscode.house.gov, or any other source or research method that is freely available online.

Abbreviated Keys are located on the bottom of each worksheet so that students can easily see which research method they should be using.

**Gameplay:**

Students in each group should write down their names on the worksheet. The order of the names on the sheet determines the order in which the students must work to answer each question. If desired, groups may also decide on a team name. Groups should be instructed to all begin at the same time.

Play begins when the first student in each group rolls the die to determine which research method must be used to answer the first question (see Dice Keys & Research Methods above). The student must then use **only** that research method to find an answer. The first student must be the person actually doing this research (also known as “driving”), but other group members may assist verbally. When the student (or “Driver”) has found an answer, and the group agrees, the Driver should write down the answer in the appropriate place on the worksheet in the form of a citation to the U.S. Code or the C.F.R. The Driver must then walk or run to the instructor or teaching assistant to check the answer.

If the answer is correct, the Driver returns to the group, and the second student rolls the die to determine which research method must be used for the second question. Again, the second student (who is now the Driver) must use **only** that research method to find an answer and must be the person driving the research for this question, with verbal assistance from the other group members.

However, if the answer is incorrect, the Driver returns to the group and again attempts to find the answer to the first question using the same research method. Each group must attempt to answer the question using the same research method three times before being permitted to re-roll. On re-roll, only the research method changes; the same student must still be the Driver, do the research, and attempt to answer the same question.

This process repeats, with each student in the group rotating turns as the Driver.

If the class divides evenly into groups of three, then each student will be the Driver for either three questions (for ALR *Statutes & Searching*, which has nine questions total) or two questions (for 1L *Statutes & Regulations*, which has six questions total). If the class does not divide evenly into threes, it may be easier to have students work in pairs, using an even number of questions. This would require deleting one of the questions from the ALR *Statutes & Searching* worksheet.

**Winning and Prizes:**

This game is intended to be a race, and the winning group will be the team that finishes the final question on the worksheet first. Play should continue until at least three groups finish the entire worksheet, but may continue until all groups have completed all questions.
Prizes should be awarded for first, second, and third place, and should be proportionate. During semesters where the Olympics are televised, this may be done as gold, silver, and bronze medals. Suggested prizes include candy (large, medium, and small sizes), gift or coupon cards for coffee or tea, and assortments of vendor swag (such as mugs, notebooks, pens, and highlighters).

The Debrief:

After the game ends, the instructor should discuss the game with the entire class in order to connect gameplay with legal research assignments that students may encounter in the future.

1L Statutes & Regulations: Discussion questions may include:

- Which research method was easier overall – index / table of contents or keyword searching? Why?
- Was it easier to find statues or regulations? Why?
- Which method was more efficient? Why?
- Do you think that the best method varied by topic? Why or why not?

ALR Statutes & Searching: Discussion questions may include:

- Which method did you find to be the most efficient? Why?
- Which method did you find to be the least efficient? Why?
- Do you think the best method varied by topic? Why or why not?
- If you had to find a statute in the future, what would your strategy be? Which method would you try first? Why?

Credits:

ALR Statutes & Searching was created by Adam Mackie and Tanya M. Johnson, Reference Librarians at the University of Connecticut Law School, for the Advanced Legal Research class taught by Jessica de Perio Wittman, Director of the UConn Law Library, in Spring 2017. It has been modified slightly from its original form, to include more suitable questions and incorporate more complete instructions.

1L Statutes & Regulations was created by Tanya M. Johnson as a modification of ALR Statutes & Searching in Fall 2018 in order to incorporate research methods in both statutes and regulations in a context that would enhance a 1L legal research and writing class.
Four-Sided Dice Templates
NAMES:

Statutes & Searching

1) Where can you find your voting rights?

2) Where can you find the number of electors?

3) Where can you find a law dealing with renewable energy resources on Indian reservations?

4) In which sections can you find the requirements for a patent?

5) Where can you find the functions of the Secretary of Homeland Security?

6) Where can you find a law about polygraphs in the workplace?

7) Where can you find a law that creates a group dedicated to preserving Atlantic tuna populations?

8) Where can you find the penalty for assault of a federal officer?

9) Where can you find a law explaining when milk is unfit for importation?

Key:

1. Table of Contents
2. Index
3. Word Search
4. Free
1) Where can you find your voting rights?
   
   52 USC §10101

2) Where can you find the number of electors?
   
   3 USC § 3

3) Where can you find a law dealing with renewable energy resources on Indian reservations?
   
   25 USC § 3506

4) In which sections can you find the requirements for a patent?
   
   35 USC §§ 101-103 (accept any or all of these sections)

5) Where can you find the functions of the Secretary of Homeland Security?
   
   6 USC § 112

6) Where can you find a law about polygraphs in the workplace?
   
   29 USC §§ 2001-2009   (§ 2002 is best)

7) Where can you find a law that creates a group dedicated to preserving Atlantic tuna populations?
   
   16 USC § 971a OR § 971b OR § 971b-1

8) Where can you find the penalty for assault of a federal officer?
   
   18 USC § 111

9) Where can you find a law explaining when milk is unfit for importation?
   
   21 USC § 142
1) Where can you find your voting rights?  [STATUTE]

2) Where can you find a law prohibiting employers from requiring polygraphs in the workplace?  [STATUTE]

3) Where can you find the penalty for assault of a federal officer?  [STATUTE]

4) What regulation defines the misbranding of animal food?  [REGULATION]

5) What regulation prohibits postal employees from discriminating on the basis of race?  [REGULATION]

6) What regulation explains the responsibilities of members of the International Space Station crew?  [REGULATION]
1) Where can you find your voting rights?
   52 USC §10101

2) Where can you find a law prohibiting employers from requiring polygraphs in the workplace?
   29 USC § 2002

3) Where can you find the penalty for assault of a federal officer?
   18 USC § 111

4) What regulation defines the misbranding of animal food?
   21 CFR § 501.18

5) What regulation prohibits postal employees from discriminating on the basis of race?
   39 CFR § 447.21

6) What regulation explains the responsibilities of members of the International Space Station crew?
   14 CFR § 1214.402
Diverse Interactions: Relevant Rules and Standards

As legal research instructors, we have a great opportunity to train students to be culturally-competent, mindful legal researchers by integrating legal research prompts that encourage students to consider how a client’s race, class, gender, sexual orientation, disability, and religion may be intertwined with the client’s legal issue. The following American Bar Association rules and standards for law schools and lawyers call for cultural competence.

ABA Model Rules of Professional Conduct

Rule 1.1 Competence
“A lawyer shall provide competent representation to a client...”
Quote from Comment 2: “Perhaps the most fundamental legal skill consists of determining what kind of legal problems a situation may involve, a skill that necessarily transcends any particular specialized knowledge.”
Quote from Comment 5: “Competent handling of a particular matter includes inquiry into and analysis of the factual and legal elements of the problem, and use of methods and procedures meeting the standards of competent practitioners.”

Rule 2.1 Advisor
“....In rendering advice, a lawyer may refer not only to law but to other considerations such as moral, economic, social and political factors that may be relevant to the client's situation.”

Quote from Comment 2: “It is proper for a lawyer to refer to relevant moral and ethical considerations in giving advice. Although a lawyer is not a moral advisor as such, moral and ethical considerations impinge upon most legal questions and may decisively influence how the law will be applied.”
Rule 1.3 Diligence
“A lawyer shall act with reasonable diligence and promptness in representing a client.”

Quote from Comment 1: “A lawyer should... take whatever lawful and ethical measures are required to vindicate a client's cause or endeavor. A lawyer must also act with commitment and dedication to the interests of the client and with zeal in advocacy upon the client's behalf.”

ABA 2017-2018 Standards and Rules of Procedure for Approval of Law Schools

Standard 302. Learning Outcomes
“A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

(b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;

(d) Other professional skills needed for competent and ethical participation as a member of the legal profession.”

From Interpretation 302-1: “For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing,... fact development and analysis,... cultural competency, and self-evaluation.”
Diverse Interactions: 
Current Events and Topics to Consider

- Wrongful death settlements for police killings
- Deferred Action for Childhood Arrivals (DACA)
- Racial gerrymandering/Voter suppression
- Sentencing appeals
- Use of public spaces (e.g., parks, common areas, etc.)
- Eviction and Fair Housing issues
- Discrimination by businesses
- Employment termination and discrimination
- Personal injury and property damage
- Education issues (K - 12)
- Intentional/Negligent infliction of emotional distress
- First Amendment cases
- Environmental justice
Diverse Interactions: Race-Related Resources

- News articles (individual newspapers and news from Westlaw, Lexis/Law360, Bloomberg Law, etc.)
- Legal blogs (e.g., SCOTUSblog, Jurist, etc.)
- ABA Journal
- National Law Journal
- Equal Employment Opportunity Commission’s E-RACE
  - https://www.eeoc.gov/eeoc/initiatives/e-race/index.cfm
- U.S. Department of Education’s Office for Civil Rights
  - https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/pamphlets.html
- Kellogg Foundation’s America Healing Racial Equity Resource Guide
  - http://www.racialequityresourceguide.org/
- Harvard University’s Project Implicit
  - https://implicit.harvard.edu/implicit/index.jsp
- SPLC’s “Speak Up: Responding to Everyday Bigotry”
  - https://www.splcenter.org/20150125/speak-responding-everyday-bigotry
Diverse Interactions: Sample Exercises

• Hypothetical #1: Employment Discrimination

  • Legal Research Skill/Objective: Conduct “creative research” using secondary sources

  • Brief Facts:

    • Tyrone Bennett, a 32-year-old African-American male, worked in the kitchen of a local restaurant for the past five years. Recently, the Head Chef position at the restaurant became vacant and Tyrone was promoted to Head Chef.

    • Tyrone’s supervisor explained that because the new position required him to deal directly with the customers, he would have to maintain a clean-shaven face.

    • Tyrone informed his supervisor that he could not shave his face due to a medical condition that causes him to develop painful razor bumps on his face after shaving. He promised to keep his beard well-groomed. Tyrone was demoted from his Head Chef position.

  • Legal Question: Tyrone is at your office to find out what his rights are and if he can sue the restaurant for discrimination. After a week of research, what advice would you give him?
Diverse Interactions: Sample Exercises

• Hypothetical #2: Jury Selection

  • Legal Research Skill/Objective: Case Analysis

  • Brief Facts:

    • Janet’s client, Carlos Garcia, was tried by a jury and convicted of robbery and assault.

    • Janet is working on his appeal and wants to challenge his conviction on the grounds that the trial court erred in denying Garcia’s challenge to the state's preemptory strike of two jurors.

    • Ms. Martinez was dismissed because she failed to disclose that she was a victim of sexual assault 15 years ago. Mr. Lee was dismissed because of his thick accent.

    • The trial court found that both strikes were race-neutral and upheld both preemptory strikes. Ultimately, the jury seated for Garcia’s trial consisted of no jurors of color.

  • Legal Question: Janet wants you to research: 1) the standard (or basis) required for a preemptory challenge, 2) how Courts “test” for such a challenge, 3) examples of what Courts deem to be “race-neutral” strikes, and 4) the likelihood that Garcia will win the challenge on appeal.
Diverse Interactions: Sample Exercises

• Hypothetical #3: Personal Injury

• Legal Research Skills/Objectives: 1) Creating search strings using Boolean operators and proximity connectors and 2) Case analysis

• Brief Facts:
  - Jamil Johnson and his friends held a barbecue picnic at a local park. The park, a popular spot for outdoor picnics, is owned and managed by the city.
  - Jamil and his friends used charcoal grills for the barbecue. To their knowledge, there were no prohibitions against the use of such grills in the park. In fact, Jamil had seen charcoal grills of various types used in the park in the recent past.
  - During the barbecue, John McDonald, a regular jogger in the park, came up and began yelling at the picnickers about the environmental effects of using charcoal grills. He also accused the picnickers of being “loud and obnoxious” and “ruining” the park.
  - According to witnesses, John became extremely agitated during the confrontation and lunged at Jamil. This caused Jamil to fall backwards into a grill and burn his hand and arm.

• Legal Question: What, if any, liability might John have for Jamil’s injuries?
  - In answering this question, create several search strings based on the facts above. Review the cases retrieved from each string and determine which search strings obtained the most relevant results.
Hypothetical #4: Housing Discrimination

Legal Research Skill/Objective: Finding relevant statutory law

Brief Facts:

- Faisal and Halima Khoury have come to your office for legal advice. The Khourys moved to the area two months ago and have been living with family until they can rent their own house or apartment.

- About two weeks ago, the Khourys saw an ad for a townhome for rent. They were very excited about the listing because the townhome is in a very nice part of town with great schools. When they went to the rental company to fill out the rental application, however, they were very disappointed. The representative of the rental company told them that the townhome had been rented very recently.

- The Khourys have continued to seek the right property to rent. While regularly reviewing the rental listings, they have noticed that the townhome is still regularly listed as available for rent. They have called the rental company on several occasions to ask about the continued listing, but are always told that the townhome has been rented.

Legal Questions: 1) Do the Khourys have a cause of action against the rental company under state or federal law? and 2) If so, what elements must be proved for the claim(s)?