

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: POLI 331 Moot Court

Date Submitted 2/19/2019

Proposed Effective Date: Fall 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Cynthia Hody	hody@umbc.edu	5-2193	POLI
Other Contact	William Blake	wblake@umbc.edu	5-6132	POLI

COURSE INFORMATION:

Course Number(s)	POLI 331
Formal Title	Moot Court
Transcript Title (≤30c)	Moot Court
Recommended Course Preparation	POLI 230
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	n/a
# of Credits Must adhere to the UMBC Credit Hour Policy	1
Repeatable for additional credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	4 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course is open to students who join the UMBC Moot Court team. Students will attend a tournament to argue a fictitious Supreme Court case. Students will be graded on their research on the case and participation in team events. No prior speech or debate experience is necessary. Students may repeat this course up to four times.

RATIONALE FOR NEW COURSE:

UMBC has a proud tradition of participating in intellectual competitions - from chess, to car-building, go Ethics Bowl. The Political Science Department houses three intellectual sports, Mock Trial, Moot Court, and Model UN. This course is modeled after the POLI 384L Model UN class, offering members of the Moot Court team academic credit for participating in tournaments. Students can be a member of the Moot Court team without taking this course, but they cannot take this course unless they are members of the team. The team is open to all students of any major.

Moot Court is a rigorous simulation of a fictitious Supreme Court case. Every participant is a lawyer, assigned to one of two constitutional issues present in the same case. To succeed, students must construct an argument about how the law in question is or is not constitutional. Students begin by carefully analyzing the facts of the fictitious case, and then evaluate them in light of a dozen or so past (actual) Supreme Court cases they can cite as precedent. At tournaments, the student lawyers engage in oral argument, where judges (typically law students or law professors) grill them on the veracity of their argument. Over the course of a tournament, the students spend

half their time attacking the law as unconstitutional and the other half defending it. Because of the complexity of the issues, students address only one case per academic year.

Dr. Blake has offered Moot Court as a one-credit course in Fall of 2018, and it was successful in incentivizing students to join the team, compete and succeed. Based on this prior success, he would like the course to receive its own number. He plans to offer this course every semester and allow students to repeat it up to four total credit hours. This design incentivizes students to stay on the team for multiple years and attend multiple tournaments.

Dr. Blake wishes to offer this course at the 300-level because it builds off knowledge and skills gained in POLI 230, our introductory Constitutional Law course, which I have listed as a recommendation preparation course. The existing Model U.N. one-credit course is also at the 300-level. He wants this class to count as a letter grade because the quality of the students work will translate not only into a higher grade but also greater success in competitions.

ATTACH COURSE SYLLABUS (mandatory)

POLI 409
Fall 2018

Professor William Blake
Classroom: Public Policy 354

Office Hours: By appointment only
(in person or Google Hangout)

Office: Public Policy 312
(410) 455-8132
wblake@umbc.edu

Moot Court

Course Description

This course exposes students to the skills and techniques associated with appellate advocacy. Students will engage in an intensive study of a specific area of constitutional law through a simulated Supreme Court case, called a moot court. Along the way, this course also explores the structure of the American judicial system, standards of constitutional review, and case briefing strategies. Students will also practice the process of legal research and writing and improve their oral communication skills. This one-credit course is repeatable up to four times.

Learning Objectives

Students who complete this course will be able to:

1. Construct a legal brief by applying precedents to the relevant facts of a moot court case.
2. Defend their argument in an adversarial oral argument.
3. Analyze the seven components of a Supreme Court decision.

Course Materials

Selected readings on Blackboard.

Assessments

Attend Practices	41%
Two Case Briefs (4.5% each)	9%
Two Outlines (4.5% each)	9%
Attend Regional Tournament	41%

Grading Scale

90.0-100%	A	60.0-69.99%	D
80.0-89.99%	B	< 60.0%	F
70.0-79.99%	C		

Case Briefs

You are to brief two cases on your assigned issue and share them with the rest of the team. The first case brief is due on the Friday of the 4th week of class, and the second case brief is due on the Friday of the 5th week of class. Both case briefs will be evaluated using a rubric which you can find on our Blackboard site.

Outlines

You must outline the arguments of your case using the CREAC formula that we will discuss in class. One outline will cover the Petitioner's side of the case, and the other will contain the arguments for the Respondent. Both outlines are due two weeks in advance of the tournament you are attending and will be evaluated using a rubric which you can find on our Blackboard site.

Practices

The official meeting time for this course is Friday from 12:00-12:50 PM in PUP 354. During that time, we will cover the assigned readings for the week. In addition, students are required to attend one 90-minute practice per week. The additional practice will allow you time to research cases, discuss strategies, practice your public speaking, etc.

Near the beginning of the semester, the team captain will send out a Doodle poll to identify times for these 90-minute practices that are most convenient for your schedules. There will be multiple practice times offered each week, and you may attend any that works with your schedule. You may also attend multiple practices in one week to "make up" for missing practice in a prior week.

If you do not attend the required number of practices, you will receive no credit for this portion of your grade.

Regional Tournament Options

Mid-South, Lynchburg, VA

November 2-3

Prof. Blake can attend

Mid-Atlantic, Virginia Beach, VA November 9-10 Prof. Blake cannot attend
Midwest, Wooster, OH November 16-17 Prof. Blake can attend

If you fail to attend one of these tournaments for any reason, you will receive no credit for this portion of your grade.

Course Schedule

Week 1 Introduction to Moot Court
 Readings: Case problem

Week 2 Overview of Case Problem
 Readings: Half of the cases on your issue

Week 3 How to Brief Cases
 Readings: Remaining cases on your issue

Week 4 Sources of Legal Argumentation
 Readings: Romantz and Vinson ch. 1
 Case Brief 1 Due

Week 5 Constructing Your Argument: CREAC Formula
 Readings: Romantz and Vinson ch. 2
 Case Brief 2 Due

Week 6 Oral Argument Do's and Don'ts
 Readings: Reading: Weizer, ch. 3, Appendices 8-9

Week 7 Rebuttal Strategies
 Reading: Romantz and Vinson, ch. 7

Week 8 Practice Rounds
 No readings

Week 9 Practice Rounds
 No readings

Week 10 Practice Rounds, **Mid-South tournament**
 No readings

Week 11 Practice Rounds, **Mid-Atlantic tournament**
 No readings

Week 12 Practice Rounds, **Midwest tournament**
 No readings

Week 13 No class – Enjoy Thanksgiving

Week 14 Tournament debrief, make plans for next semester
 No readings