

Preface

The third edition of *Basic Legal Research Workbook* contains the following new and revised information:

- Updated problem sets — All problem sets have been revised.
- Electronic research — All of the material on electronic research has been updated to reflect changes in the visual format and functionality of the services covered. Chapter 8 now includes information on the e-CFR, a new electronic version of the *Code of Federal Regulations*.
- Revised information on generating search terms — The factual materials in Chapter 2 (Generating Search Terms) used to illustrate the process of generating search terms have been revised to reflect changes in the corresponding material in the third edition of *Basic Legal Research: Tools & Strategies*.
- Citators — Chapter 5 (Research with Shepard's Citations and Other Citators) has been revised. The portion of the chapter requiring use of print Shepard's material is now completely closed-book, with all of the relevant Shepard's pages included with the exercise.

The philosophy and organization of the third edition remain the same as those of the prior editions. *Basic Legal Research Workbook* contains library exercises that allow students to learn about the scope and organization of research sources, that guide them through the research process, and that reinforce their skills through assignments requiring independent work.

The Workbook is designed to help students learn both the mechanics and the process of legal research through a combination of guided and unguided research assignments. In the guided assignments, the questions gradually increase in complexity. Review questions test students' understanding of the nature and organization of the sources they are using. Research questions early in an assignment direct students through the research process. Later questions ask for information, but require students to research more independently. The unguided research assignments require open research. Students generate their own search terms and follow their own research paths to locate legal authority.

Each assignment, whether guided or unguided, incorporates hypothetical fact patterns and legal questions that students must answer based on the results of their research. Thus, students must not only go through the steps of using each resource in an assignment, they must also read and apply what they find. Moreover, many of the research questions illustrate legal method principles, such as the relationship between federal and state law. These ques-

tions can form the basis for additional legal method instruction in the classroom, although that is not necessary for the assignments to be effective in teaching research skills.

The Workbook's coverage is comprehensive. It contains exercises covering a wide range of legal research resources in both print and electronic format. Chapter 1 contains introductory assignments designed to acquaint students with the organization of the law library and basic features of print and electronic research sources. Chapter 2 contains information on generating search terms, as well as a series of charts that students can use to generate search terms for later assignments in this Workbook or any open research project.

Chapters 3 through 8 each contain three exercises. Chapter 3, Secondary Source Research, covers research with legal encyclopedias, A.L.R. Annotations, legal periodicals, electronic secondary sources, and treatises. Chapter 4, Case Research, addresses research into federal and state law using print digests and electronic sources. In Chapter 5, Research with Shepard's Citations and Other Citators, students learn about print and electronic citators. Statutory Research (Chapter 6) covers state and federal research in both print and electronic sources. Chapter 7, Federal Legislative History Research, and Chapter 8, Federal Administrative Law Research, provide instruction in the most commonly used sources of federal law on these topics.

Chapter 9, Electronic Search Techniques, illustrates a variety of strategies for effective Boolean searching, including appropriate use of connectors and use of functions such as Field and Segment searches. Although it is the penultimate chapter, it can be assigned as soon as students have completed basic instruction in electronic research. Chapter 10 covers Research Planning. It contains hypothetical fact patterns that require students to develop and execute a research strategy using multiple sources of authority.

Each assignment follows a consistent organization that students should find easy to follow. In addition to containing research questions, each assignment also contains some textual material on the resource it covers. This is to provide context for the material and explain what students are likely to see in the books or on the computer screen. The research questions in each assignment are fairly generic. Students use additional information in charts containing problem sets to answer the questions. Professors can assign problem sets or allow students to choose their own.

The organization of each chapter gives professors the flexibility to assign exercises that fit with the structure and pace of their courses. Every exercise in every chapter is a free-standing assignment. Therefore, professors can assign the exercises in any order. Professors who integrate instruction in print and electronic research can assign exercises on both for each research source covered in the Workbook. Alternatively, those who cover print research before electronic research can assign the print research assignments first, saving the electronic research assignments for later in the course. The unguided research assignments work with either print or electronic research tools and can be assigned with the guided research exercises or separately as a review of the research process.

The number of problem sets for each assignment adds to the Workbook's flexibility. Each chapter contains multiple problem sets for print research to distribute students throughout the library. Most exercises have fifteen print problem sets. Therefore, professors can as-

sign each exercise to a large number of students who will be working in the same law library without creating competition for resources. For professors who coordinate instruction in research and writing, the problem sets cover a wide range of topics that can lend themselves to a number of potential writing projects.

Although *Basic Legal Research Workbook* contains some textual material interspersed with the research questions, it is not a self-instructional workbook. Students will need to read a research text, receive classroom instruction, or both to complete the assignments successfully and become adept at legal research. The Workbook is tailored to complement *Basic Legal Research: Tools & Strategies*. It can, however, be used with other research texts as well. In addition, the Workbook does not provide citation instruction. It covers research process, not citation format.

Both teaching and learning legal research are challenging undertakings. We hope that students using this Workbook will find it to be an engaging resource for learning the fundamentals of legal research. We hope professors will find it similarly engaging, as well as adaptable to a variety of course structures and teaching techniques.

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