<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT</th>
<th>TEACHING NOTES</th>
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| Week 1     | Introduction: how the class operates; what will/won't be covered; expectations; review of basics; searching; algorithms. CHATGBT | Text: *Armstrong, Chapter 1*  
Podcast: On Point: [Can AI be Regulated?](https://www.pbs.org/newshour/daily-paste/2021/01/can-ai-be-regulated/) (approximately 47 minutes) | In class 1 - Susan’s from the article | • We may cover subjects or issues that may make you uncomfortable. Controversial takes.  
• Evaluate information in Context  
• Wonky search results in online catalogs – think of ALIEN – illegal aliens/ET  
• THINK, EVALUATE, ACCESS, ORGANIZE, UPDATE  
• What to expect  
• Legal bibliography  
• Practical aspects  
• Intro to some areas/resources; more in-depth discussion of others  
Algorithms & database searching: natural language & Boolean  
SERENDIPITY Concept defined.  

Works if there is a controlled vocabulary - a topically based organizational system and those topics are a controlled vocabulary. We could organize materials by color or size, but if we did that, then serendipity is moot.  

But like algorithms, on its most basic level, a man-made concept. Challenge to find the info as easily with a natural language or Boolean search than with an index. Treatise assignment in class based on Rich’s CALR assignment. Part 1 each student gets a treatise and answers questions/makes observations. Part 2 have to find that same info online in the treatise.  

Research is an analytical process.  

You’re not law librarians, so why am I having you read all these articles in the law library journal?  
CHATGPT class reading - documents
| Wednesday May 31 | Guest Lecturer – Keelan Weber? | **Articles:**
Online Catalog Discussion – useful? Why should you use? When does it make sense to start there? Why/when wouldn’t you use?
Do you think about searching differently after the Mart article, the Lo article, and Keelan’s presentation? If so, how?

**Discovery Platforms**
Wonky search results in online catalogs – think of ALIEN – illegal aliens/ET
Geared toward libraries BUT helps you think about your research
- Controlled vocabularies
- Subject Indexes
- Thesaurus
- Indexes
- West Topic & Key Numbers
Changing times: obstacles? [indigenous people v. Indians] |

| Thursday June 1 | Guest Lecturer - Professor Richard Leiter | **Text:** Armstrong, Chapter 5
**Article:**
 **Assignment 1**
available on Canvas. Due by 1:59 p.m., Monday, June 5 |

| Week 2 |  |  |

| Monday June 5 | Cases II: headnotes continued; case verification tools | **Article:**
Hellyer, "Evaluating Shepard’s, KeyCite, and BCite for Case Validation Accuracy", 110 Law Libr. J. 449 (2018). | **In class 4 - citators**
Hook article talks about classification systems as controlled vocabulary – do you agree?

Discussion Topic from Martineau’s *Infrastructure* article – “This all may seem like good news, but Berring argues that this phenomenon, combined with the ubiquity of full-text searching, may undermine traditional notions of precedent and authority. Rather than relying on the West Digest System to guide them to relevant, authoritative, and, usually, appellate case law, contemporary researchers then to find cases using keyword searches . . . “ p. 8 |
| Tuesday June 6 | Statutes I: Fed Statutes; Annotated codes | Text: *Armstrong, Chapters 2 & 10*  
In class 5 – court rules & codes | Volokh post about local court rules and footnotes.  
CRS Reports  
Importance of using indexes – both General & Title; controlled vocabulary; technical terms – see Nevers p. 250 |
| Wednesday June 7 | Statutes II  
Fed Statutes continued; Court Rules; Municipal Codes | Text: *Armstrong, Chapter 3*  
Assignment & Roles:  
Articles:  
Legislative History – Scalia & textualism: "The late Justice Antonin Scalia reshaped statutory interpretation. Thanks to him, the Supreme Court has become far more textualist. Nonetheless, Justice Scalia never persuaded the Court to adopt his textualist ideal that “the text is the law.” In some cases, the Court still gives greater weight to other indicators of statutory meaning, such as perceived statutory purpose. Fundamental institutional features of courts and legislatures — particularly the fact that legislatures act generally and in advance, whereas courts resolve particular questions at the moment a statute is applied — justify this rejection of the textualist ideal.” – article by Siegel in 85 Geo. Wash. L. Rev. 857 (2017) |
| Thursday June 8 | Statutes III: Legislative History | In class legislative history hearing  
Assignment 2 available on Canvas. Due by 1:59 p.m., Monday, June 12  
CALI exercises - to receive credit for these lessons, you must access the lesson by clicking on the lesson link below | Abrams article: Legislative history trial – Rich, Matt, Gen judges See break up & notes. |
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<th>Week 3</th>
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<tbody>
<tr>
<td>Monday June 12</td>
<td>Nebraska Statutes</td>
<td><strong>Handout:</strong> <a href="#">Nebraska Statutes</a></td>
<td>In class 6 – Nebraska statutes history</td>
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</tbody>
</table>
| Tuesday June 13 | Administrative Law I | **Text:** *Armstrong, Chapter 8*  
**Podcast:** "The abortion pill lawsuit that could change how the FDA approves drugs" (approximately 48 minutes)  
**Article:** Bell et al., “Disclosure of Agency Legal Materials”, *forthcoming in Michigan Journal of Environmental and Administrative Law* | In class 7 – Nebraska Regulations  
**CALI exercise** - to receive credit for this lesson, you must access the lesson by clicking on the lesson link below and submit your scores by 1:59 p.m., Wednesday, June 14  
LR44 Attorney General Opinions: Federal and State (estimated time to complete: 30 minutes)  
***Hunting & Gathering article – has admin law assignments – use?*** |
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<th>Date</th>
<th>Instructor/Materials</th>
<th>Text/Content</th>
<th>Assignment/Due Date</th>
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<tbody>
<tr>
<td>Wednesday June 14</td>
<td>Administrative Law II</td>
<td></td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<tr>
<td>Thursday June 15</td>
<td>Guest Lecturer - Professor Matt Novak</td>
<td>Text: <em>Armstrong, Chapters 12 &amp; 13</em></td>
<td>In class 8 – foreign &amp; international</td>
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<td>Foreign &amp; International Law</td>
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<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>Week 4</td>
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<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>Monday June 19</td>
<td>Secondary Sources I</td>
<td>Text: <em>Armstrong, Chapters 4, 6, 7, &amp; 9</em></td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<tr>
<td>Tuesday June 20</td>
<td>Secondary Sources II</td>
<td>In class students reviewing secondary sources</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<tr>
<td>Wednesday June 21</td>
<td>Nebraska Resources</td>
<td>Class presentations of resource reviews</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>CALI exercises - to receive credit for these lessons, you must access the</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>lesson by clicking on the lesson link below and submit your scores by 1:59</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>p.m., Thursday, June 22</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>LCS09 Social Media Research Tools and Ethics</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>(estimated time to complete: 45 minutes)</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>LR43 Researching Legal Ethics</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<td>(estimated time to complete: 20 minutes)</td>
<td>Assignment 3 available on Canvas. Due by 1:59 p.m., Monday, June 19</td>
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<tr>
<td>Thursday June 22</td>
<td>Guest Lecturer - Professor Kristen Blankley Ethics</td>
<td>Text: <em>Armstrong, Chapter 11</em> Article:</td>
<td>Assignment 4 available on Canvas. Due by</td>
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<td>Bast &amp; Harrell, &quot;Ethical Obligations: Performing Adequate Legal Research and</td>
<td>Assignment 4 available on Canvas. Due by</td>
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<td>In class 9 - ethics</td>
<td>Assignment 4 available on Canvas. Due by</td>
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<td>Week 5</td>
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<td><strong>Monday June 26</strong></td>
<td><strong>Tuesday June 27</strong></td>
<td><strong>Wednesday June 28</strong></td>
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<tr>
<td><strong>Transactional Resources I</strong></td>
<td><strong>In class 10 – Transactional client</strong></td>
<td><strong>Litigation Resources</strong></td>
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<td><em>Article:</em> Fahleson &amp; Tesmer, &quot;Make it Worth the Paper It’s Written On: Key Considerations in Drafting and Reviewing Employment Agreements in Nebraska,&quot; 24 Nebraska Lawyer 7 (2021).</td>
<td></td>
<td><em>Article:</em> Lee, &quot;Gatekeepers of Legal Information: Evaluating and <em>CALI exercise</em> - to receive credit for this lesson, you must access the lesson by clicking on the lesson link below and submit your scores by 1:59 p.m., Monday, June 26</td>
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<td><em>Website:</em> Read the SEC's &quot;Using EDGAR to Research Investments&quot;.</td>
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**Integrating Free Internet Legal Resources into the Classroom**, 17 Barry L. Rev. 221 (2012)

must access the lesson by clicking on the lesson link below and submit your scores by 1:59 p.m., Thursday, June 29

LWR39 Evaluating Web Sites
(estimated time to complete: 30 minutes)

| Thursday | WWW & authentication issues | Text: Armstrong, Chapter 15 | Even though a URL has a .com, might still be a great site b/c it’s from a law firm and reliance . . . discussion topic – like the CALI exercise says, may indicate some bias on a .com site – for a law firm, how is that relevant?

WHOIS to find out information about who registered a domain name if unsure about ownership. ICANN as well.

C – currency
A – authority
S – scope
A – accuracy |
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<tr>
<td>Friday</td>
<td></td>
<td>24-hour Take Home Final available</td>
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ABA requires 127.5 (42.5/credit hour)

- In class, 110 minutes per week (4 days, 2 sessions per day) = 36.6 (37) hours during 5-week period [36.5 hours]
- 24-hour take home final. Assume devoting a minimum 10 hours to final [10 hours]
- 4 “homework” assignments. Assume devoting approximately 4 hours to each [16 hours]
- Reading & CALI assignments approximately 65 hours [65 hours]
- 1 Extra Credit assignment (Legislative role) approximately 3 hours
- Total estimated hours: 131